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TURTLE SPOTTERS TRAINING AND PROMOTIONAL MATERIALS

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ACRONYMS

AED	Automatic External Defibrillator
ANABOCA	<i>Asociación Natural Bocas Carey</i> (Bocas Hawksbill Association)
ARC	American Red Cross
ATP	<i>Autoridad de Turismo de Panamá</i> (Panamanian Tourism Authority)
CPR	Cardiopulmonary Resuscitation
CRROBS	Costa Rica Rainforest Outward Bound School
NGO	Non-governmental Organization
STC	Sea Turtle Conservancy
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

Bluff Beach, on Isla Colón in Bocas del Toro, Panama, is a 4.3 kilometer beach that is important nesting habitat for three species of sea turtles: the leatherback (*Dermochelys coriacea*, 250 to 300 nests per year); the hawksbill (*Eretmochelys imbricata*, 100 to 150 nests per year); and the green (*Chelonia mydas*, 3 to 10 nests per year). The Bluff Beach area is also home to an impoverished and politically marginalized Ngöbe indigenous community of 19 families (USAID, 2012). Furthermore, the Bluff Beach region is inhabited by a relatively new and rapidly growing community of foreign expatriates, whose residential and often business interest in the region is the source of pronounced development pressure that threatens to compromise the viability of the beach as sea turtle nesting habitat.

In consideration of the complex of biological, social, and economic factors that characterize Bluff Beach, the Sea Turtle Conservancy (STC) believes that the establishment of a well-controlled and scientifically informed sea turtle tourism program could not only provide economic incentive for the conservation of turtles and their nesting habitat, but could also help to empower the local indigenous community and help to advance the general sustainable development of the region. Nesting turtles have historically been exploited at Bluff for touristic purposes, but this activity has never been regulated through any sort of administrative and operational framework until the past two nesting seasons (2011-2012), when the Bluff Beach community association, known as the Bocas Hawksbill Association (*Asociación Natural Bocas Carey*, ANABOCA) began providing guided tours for interested tourists. This development was a step in the right direction, as the tours were informed and overseen by STC's field staff (especially with regard to best practices to minimize impact on sea turtles, selection of information to present to tourists, and orderly management of tourists). Nonetheless, the tours have thus far been marked by both low quality, given the lack of training and professional development for guides, and lack of formality, given that ANABOCA's unincorporated status has prevented them, legally, from requesting anything more than a donation for their services.

Thus the STC is currently working with ANABOCA, as well as with a larger representative group of local stakeholders (the *Grupo Asesor de la Reserva Municipal Playa Bluff*, or Advisory Group for the Bluff Beach Municipal Reserve, henceforth simply the Advisory Group), in order to establish a controlled sea turtle tourism program at Bluff. The goal of the work done in 2012 was to build touristic capacity and infrastructure, so that the program can officially launch at the start of the 2013 nesting season, i.e. March 2013. The vision is of a high-quality tourist product, offered at an appropriately determined price, sold within the Bocas community through a public-private partnership, and whose proceeds benefit both the STC's regional conservation efforts and the Bluff-community participants in the project. The present report documents two major steps toward meeting this goal: 1) training for locals who will eventually serve as "nature interpreters" (this is the term elected for use in this project, due to a perceived popular-and-undesirable connotation with the word "guide"; the nature

interpreters, nonetheless, will fill the role of tour guide) and monitors in the program; and 2) the development of promotional materials, to be sold through a sales structure that allows for both the control of tourist flow and the leveraging of funds for program development, community development, and regional conservation work.



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INTRODUCTION

Training

In order for ANABOCA and the STC to provide high-quality sea turtle tourism at Bluff Beach, capacity must be built through varied, and eventually regular, training. The principal and most obvious need is for comprehensive training in tourism, particularly with regard to tourism with nesting sea turtles. To meet this need, a three-day training course, entitled “Training Workshop for Sea Turtle Nature Interpreters”, was designed and executed by STC field staff, in collaboration with an experienced naturalist who has worked in tourism in Tortuguero, Costa Rica, STC’s principal sea turtle research site.

This training was designed to suit a conservation-based tourism program such as the one that exists in Tortuguero, where tourists’ nocturnal presence on the beach is strictly controlled through the Turtle Spotters Program (TSP). The TSP was implemented in 2004 by STC and a group of key stakeholders, including National Park staff, hoteliers and tour guides, in response to concerns about the negative impacts of nocturnal tourist activities on nesting sea turtles. The objective was to have a more controlled system of tours, while also facilitating a slight increase in the number of tourists permitted on the beach at night; thus optimizing the economic benefit that turtle tourism provides to the local community. “Turtle spotters”, trained local residents contracted for the duration of the nesting season, work in pairs each night. In each of five sections, one spotter walks the beach, searching for nesting turtles that are in the proper stage of the nesting process to be viewed by a tour group. The second spotter waits with the guides and their groups of tourists until he receives information about the location of a turtle, whereupon he directs the guide and tour group to the designated turtle. The guide, and tour group enter the beach at the nearest entrance to the turtle, are received by the other spotter, observe the nesting process, and depart via the same entry point. Thus, the tour system requires two separate work posts – turtle spotter and guide. In Tortuguero, both of these roles are separate from the scientific work carried out on the beach by the STC, due to the autonomy of the TSP (STC supports the TSP through an essentially consultant capacity). In contrast, considering the smaller scale of the beach and the overall project at Bluff, and the fact that STC manages both the scientific and the touristic aspects of the project, the role of turtle spotter will essentially be divided and subsumed by the scientific monitors and the nature interpreters (i.e. “guides”). Thus, the entire project at Bluff Beach, including both its scientific and touristic dimensions, will call for the employment of only two on-beach positions: scientific monitors and nature interpreters.

Beyond the main training in turtle tourism, other training needs were discussed and determined with ANABOCA in a series of meetings early in 2012 (as documented in USAID (2012). The priorities agreed upon were, in order: English, customer service, and first aid. The basics of customer service were presented indirectly through the delivery of the Training Workshop for Sea Turtle Nature Interpreters. The STC hopes to facilitate further customer

service training in the near future, via collaboration with the Panama Tourism Authority (*Autoridad de Turismo de Panamá, ATP*).

English training is being offered through a long-term, volunteer-based English course. The structure for this course is developed, and its implementation will be formalized during the coming year. First aid training was provided by donation through a collaboration with the Costa Rica Rainforest Outward Bound School (CRROBS). This course was structured according to a basic American Red Cross (ARC) curriculum, and was taught by the CRROBS director, on-site at Bluff Beach, over a two-day period. All of the training activities conducted at Bluff Beach during 2012 are discussed in detail below.

Promotional Materials

Promotional materials have been developed based on the model of the TSP in Tortuguero, but will be employed in a more flexible manner. Under the TSP, informational brochures are sold at various private businesses in Tortuguero, and the proceeds from brochure sales return to the program to fund the costs associated with its perpetuation. A similar model will be used for the Bluff Beach tourism program, but the same brochures will simultaneously be used as tickets for the sale of turtle walks, with special coding on the ticket-brochures allowing for their differentiation and one-time use. Details of the brochure's development and planned implementation are discussed below.

TRAINING ACTIVITIES

Training Workshop for Sea Turtle Nature Interpreters

The principal training activity held in 2012 at Bluff Beach was the Training Workshop for Sea Turtle Nature Interpreters. (This training was preceded earlier in the year by three sessions of naturalist guide training, voluntarily facilitated in collaboration with field staff of Solimar International, a sustainable tourism consultancy firm.) The training workshop entitled 'Training Workshop for Sea Turtle Nature Interpreters' was held at Bluff Beach School, Isla Colón, Panama, from 20 – 22 October, 2012. The workshop was conducted by STC Scientific Director, Dr. Emma Harrison, STC Research Coordinator, Cristina Ordoñez and Carlos Alberto López, an experienced nature interpreter from Costa Rica.

Objectives of The Training Workshop



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The 3-day workshop aimed to train a group of 10 – 15 nature interpreters, providing them with the relevant technical knowledge (i.e. scientific training) and practical skills (i.e. interpretive training) to be able to effectively lead a group of visitors in a nocturnal beach walk to observe the sea turtle nesting process. The facilitators attempted to balance the time spent on the scientific and interpretive aspects of the role of a turtle-walk leader; and to simultaneously thereby teach the process by which turtle-walk leaders can strike this balance, by receiving and assimilating scientific knowledge and then rendering it in an accessible and engaging way to visitors. This is the process referred to as “nature interpretation”, which is defined as “the skill-set by which naturalists who have learned and assimilated scientifically-based information can present this information to all members of the lay public in a manner that is intelligible, intriguing, entertaining, and that emphasizes responsible use and treatment of nature.” Given the eventual need for turtle-walk leaders to lead exciting and informative walks, interpretation training was thus the centerpiece of the workshop. (Indeed, importantly, the facilitators made the conscious decision, prior to the start of the workshop, not to use the terms “guide” and “tour”. These terms were instead emphatically replaced by the terms “naturalist” or “nature interpreter”, and “turtle walk” or “beach walk”, respectively. This decision was made due to the facilitators’ shared opinion that the terms “guide” and “tour” underemphasize the educational and moral responsibility of the leader of a tourist group, and hold a negative connotation for many tourists.)



Group photo of participants and facilitators at the Training Workshop

Workshop Participants

Invitations were sent to members of several indigenous communities in the Bocas del Toro Province, and the Comarca Ngöbe-Buglé (See Appendix 1). A total of 19 individuals participated in the workshop (See Appendix 2 for a list of participants and copies of daily attendance records). The majority of the participants had prior experience working with sea turtles and were hoping to gain further skills that would allow them to lead night walks.

Workshop Agenda

A copy of the final workshop agenda is presented in Appendix 3. There were theoretical sessions, in which participants received scientific information about sea turtle biology, their principal threats, species identification and the nesting process, in addition to presentations about the role of tourism in turtle conservation and a case study example. There were also numerous practical sessions in which participants received guidance on how to be an effective



Workshop facilitator, Carlos Alberto López, defines interpretation to workshop participants

nature interpreter, the distinction between a nature interpreter and a tour guide; everyone was also given ample opportunity to practice these skills in various group activities.

Day 1 – Saturday 20 October

There were 19 participants present for the first day of the workshop (See Appendix 2). The day commenced with a short presentation about the MAREA Program, a summary of the specific objectives for the workshop and a brief review of the schedule. Each participant was then asked to say their name, where they come

from and any other pertinent information to the group; the objective of this exercise was to allow the workshop facilitators to observe each person's level of confidence and ability to speak in public. Following this exercise participants were asked to complete a short pre-workshop self-assessment (See Appendix 4), in which they were asked to rate their existing level of knowledge about sea turtles, their ability to lead a turtle walk (an inexact translation of the Spanish term 'avistamiento de tortugas'), and to detail their expectations for the workshop. (The results of this and all other assessments and evaluations will be discussed separately in the following section, "Participant Assessments and Evaluations".)

The first presentation was about the evolution and biology of sea turtles, including the life cycle and development. Following the presentation there was a practical session that focused on the interpretation of the information provided during the talk on sea turtle biology. This session began with an explication of the definition of interpretation, and then there was a practical exercise in which participants were asked to share with the group their thoughts when they hear the word 'turtle'; there were some interesting responses to this question, including "liberty", "something important" and "part of our lives".

The second theoretical presentation focused on species identification, and how to distinguish between different species. It also included a description of the phases of the nesting process, and how to differentiate between them. This presentation was followed by another practical session during which participants were divided into pairs, and asked to talk about their first



experience of observing a sea turtle; each person then spoke about their partner to the entire group. Participants were then assigned to one of six groups; each group was given a question, related to the informational presentations given earlier in the day. The groups were given 20 minutes to formulate their answer, and then they shared their response with the entire group. The six questions were:

1. Describe the way in which sea turtles make their nest, and what is the shape of the egg chamber?
2. How can you differentiate between different species of sea turtles? Include diet, distribution and physical characteristics.
3. Once hatched, how do hatchlings leave the nest?
4. What are the different phases of the nesting process when the turtle leaves the sea to nest?
5. Talk about sea turtle migrations.
6. What are the differences between sea turtles and land turtles?



Workshop participants listen to a presentation about sea turtles in Central America and their principal threats

The objectives of the group exercise were:

- To allow participants the opportunity to practice speaking in public, to overcome their nervousness.
- To provide participants with experience on how to interpret information.
- To give participants an opportunity to ask questions about any of the information they received during the presentations earlier in the day.
- To permit workshop facilitators a chance to evaluate the level of information retention of each participant.

The final presentation focused on the sea turtle species found in Central America; it included information about their current status and principal threats.

Day 1 concluded with a review of the information from the presentations about sea turtle biology, species identification, the nesting process, status and threats, and a question and answer session about genetics, reproduction and temperature-dependent sex determination.

To facilitate a group discussion each participant was asked to speak about something they had learned during the first day of the workshop. Below is a list of some of the responses:

- *“Turtles are very big”*



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- *“Hatchlings eat phytoplankton and zooplankton”*
- *“They make long migrations”*
- *“Females can use more than one nesting beach”*

Day 2 – Sunday 21 October

Eighteen participants attended Day 2 of the workshop; one participant (Basiano Powell) dropped out after the first day. Members of the Bluff Beach Advisory Group were invited to participate; Angel González, from PROMAR (*Fundación para la Protección del Mar*, or Foundation for the Protection of the Sea, in English) took part in the second day of activities.



ANGEL GONZALEZ (THIRD FROM LEFT),
JOINS participants during an
interpretation session

Day 2 began with a case study talk about sea turtle tourism in Tortuguero, Costa Rica. This presentation was followed by a discussion about the role of tourism at Bluff Beach, and thoughts from community members about the type of tourist activity that they perceive for the beach.

Angel González gave participants a short talk about the history of Bluff Beach Municipal Reserve; he also gave a summary of different sea turtle monitoring and conservation projects that have been conducted at the site over the years.

Participants learned about the important role of monitoring projects for sea turtle conservation initiatives, and they were given details about the sea turtle monitoring and research program being conducted at Bluff Beach; two beach monitors (Alfred Martin and Genaro Castillo) gave a demonstration of the data collection protocol, using model turtles to explain the different activities.

The rest of Day 2 was devoted to different practical sessions and group exercises to provide participants with different scenarios they could encounter on the beach at night, and how to deal with them.

The first activity was designed to represent a difficult hypothetical situation between beach monitors and a group of tourists being supervised by an ineffectual ‘guide’; participants acted out the role of the tourists, beach monitors and the ‘guide’. The



Beach monitors explain the monitoring
protocol to workshop participants



participants portraying “tourists” were told to try and break the regulations for the beach at night, including trying to touch the turtle, take photographs, and interfere with the work of the monitors; the ‘guide’ was asked to be argumentative and unable to control the group. The monitors were instructed to continue with the data collection as normal. After the simulation there was a discussion; participants asked questions, gave suggestions and were given advice on how to effectively resolve such a situation should it happen while they were leading a group on the beach at night.

Workshop facilitator, Carlos Alberto López, led an interpretive walk along the trail that runs behind Bluff Beach; sharing with the group the natural history of the various plants and animals that were encountered. The main objective of this activity was to provide participants with an example of how to lead a group of visitors, and also to show them how they can interpret their surroundings. After the walk, some of the participants were given an opportunity to put into practice what they learned, by leading the group along the beach in search of sea turtle tracks. Following these activities there was a discussion about the basic principals of leading a group of visitors, during which participants shared their perceptions



Workshop participants learn about leaf cutter ants during an interpretive walk

and ideas about the important aspects to include during any tourist activity.

The final activity for Day 2 was a nocturnal practical session. The objective of the training workshop was to equip participants with the necessary skills to lead a group of visitors on the beach at night to observe sea turtles nesting; therefore, it was essential to provide a realistic scenario during which participants could observe the potential complications inherent in leading a group of visitors at night. Participants and facilitators were given different roles (visitor, beach monitor, etc) and

participated in a mock turtle walk, led by facilitator Carlos Alberto López. The aim was for participants to see how to present themselves to a group of visitors at the start of the walk, what information should be included in an introduction before heading to the beach, and then to learn how to lead a group along the beach, interpreting any tracks or turtles encountered. As the workshop was held at the end of the turtle nesting season at Bluff Beach and there were no real turtles nesting, model turtles and fake tracks were used as props. The group also had an opportunity to observe how interpreters and researchers should interact on the beach around a turtle, to see the role of the beach monitors with regard to tourist activities, and also how to deal effectively with a series of problems that arose (which included a ‘visitor’ who spoke another language, someone wanting to take photographs, etc). At the end of the scenario there was a question and answer session for workshop participants to share

their thoughts about the activity, and to define a list of important points that should be included in a turtle walk.

Day 3 – Monday 22 October

Seventeen participants attended Day 3 of the workshop; unfortunately, one participant (Hulpiano Hooker) was unable to participate on the last day due to work commitments.



Workshop participants discuss the previous night's practical session with facilitators

The first activity on the final day of the workshop was a reflection on the practical session the previous evening. Each participant was required to give feedback, either positive or negative, about their perception of the activity; there was also an opportunity to ask questions and discuss the best strategies to deal with the problems that were observed. All of the participants valued the exercise, and expressed that they learned a lot about how to manage a group of people on the beach, how to effectively interact with researchers and, importantly, how to handle difficult situations in a professional manner.

Prior to the practical exam, the participants were given additional opportunities to practice speaking in public. Each person was asked to talk for one minute about a different aspect of the Ngöbe-Buglé culture; then, in groups of 5/6 people they were required to prepare a short talk (five minutes) about a subject related to sea turtle biology and conservation, to present to the rest of the group.

During a question and answer 'quiz' participants had an opportunity to review material from the previous two days of the workshop. There was also a discussion about natural and anthropogenic threats to sea turtles, as there appeared to be some confusion among participants as to which threats are considered natural and which are artificial.

The practical skills of each participant were assessed by facilitator Carlos Alberto López during a semi-formal oral session, during which they had to speak for one minute on an assigned topic. The assessment of this section was primarily qualitative, and was designed to evaluate each participant's skills in interpretation and public speaking.

Participants were then given one hour to complete a formal written exam that was comprised of 30 questions (multiple choice and short answer) divided into three sections: 1) sea turtles in

general; 2) sea turtle species in Bocas del Toro, and 3) research, monitoring and tourism (See Appendix 5). The questions were designed to test not only the participant's knowledge about sea turtle biology, but also their ability to lead a group of visitors on the beach and to interpret the information they have about sea turtles and their reproductive behavior.

Following the written exam certificates were presented to each participant (See Appendix 6). These certificates were in recognition for their attendance at the training workshop, and not for having achieved a specific grade in the exams, given the facilitators' agreement that all participants' needed more practice as nature interpreters before they could be certified to lead sea turtle walks. Thus, it was emphasized to the group that this workshop was only the start of



Participants and facilitators pose with certificates at the end of the workshop

their formation as nature interpreters, and that it would be an on-going training process, with supplementary activities proposed for the start of the 2013 nesting season, for example, additional supervised night-time practical sessions to encounter turtles on the beach and gain experience on how to manage a group around a turtle that is nesting.

Participants were requested to complete a post-workshop self-assessment (See Appendix 4) at the end of the 3-day workshop. In addition, they were asked

to complete a USAID Client Satisfaction survey (see Appendix 7). The final activity was a brief summary of the workshop by the facilitators, with an opportunity for each participant to share their overall perceptions of the event.

Participant Assessments and Evaluations

In order to assess the overall success of the workshop, participants were asked to complete a pair of pre- and post-workshop self-assessments, which focused on participants' perspectives on their own knowledge and preparedness to lead a turtle walk, and their hopes and expectations for the workshop (Appendix 4).

In the pre-workshop assessment, around 50% of participants self-identified as neutral with regard to their knowledge about sea turtles and their ability to lead a turtle walk, 25% self-identified as lacking knowledge and unprepared, and 25% self-identified as knowledgeable and prepared (See Figure 1 for a graph comparing the results of the pre- and post-workshop assessments). This reflects the fact that the majority of participants had some previous

previous exposure to sea turtle conservation work and/or tourism, but few had significant training. Participant expectations for the workshop included: learning more about sea turtles and their importance; preparing themselves to work with sea turtles and in tourism; sharing and exchanging knowledge with the other participants; and gathering information that could later be shared with the participants' respective communities.

In the post-workshop self-assessment, participants were asked to re-evaluate their knowledge about sea turtles and their self-perceived preparedness to lead a turtle walk; they were also asked to say if they felt that their expectations were met, and to list what similar workshops they would like to attend in the future. In contrast to the results of the initial assessment, almost 50% self-identified as knowledgeable about sea turtles and prepared to lead a turtle walk, less than 10% stated that they lacked knowledge and felt unprepared, and the remainder felt neutral (See Figure 1). Furthermore, in all categories the percentage of participants who disagreed decreased, while the percentage of participants who agreed increased. Thus, the workshop clearly



Participants work in small groups to develop a short talk about sea turtle biology

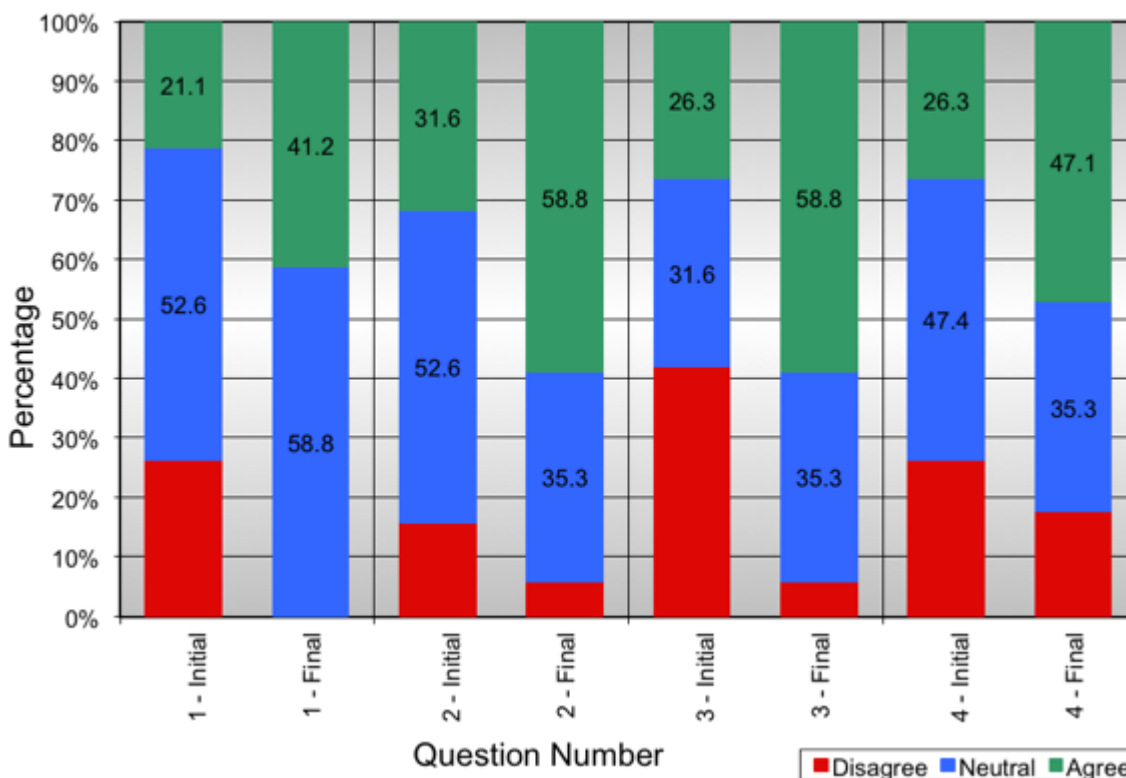


Figure 1. Comparison of results of the pre- and post-workshop self-assessments
Turtle Spotters Training and Promotional Materials

improved knowledge and built capacity among the participants.

Additionally, nearly all of the participants indicated that their expectations were met and exceeded. One participant's comment succinctly and accurately represents the majority of the comments submitted: *"The expectation was to learn, and I learned."* Another commented, *"I obtained a lot of information that I didn't know, and now I do think that I can be a guide."* One participant did mention that *"I just need to build more confidence in order to lead a tour"*, echoing the facilitators' opinion that all participants will need a significant amount of further interpretation practice prior to leading turtle walks. The workshop also clearly succeeded in building interest in sea turtle tourism and conservation work: suggestions for further training workshops included more workshops about sea turtle tourism and science (including in English, to better prepare to work in tourism), a workshop about shark conservation, a workshop about the "posion-dart frog" (*Dendrobates pumilio*) and a workshop about plants.

The workshop consisted of two evaluations participants' learning and performance. The principal of these was a written exam. This exam consisted of 30 questions, totalling 50 points; with sections on scientific knowledge and interpretation. The results of the written exam revealed a diversity of levels of comprehension within the group; those participants who had prior experience working with sea turtles as beach monitors had an existing knowledge about basic sea turtle biology, and so gained higher marks in that section. Some participants were unable to finish all sections of the exam due to poor time management; others struggled with the short answer questions. The scores received by the participants are displayed in Figure 2: just over one-third (6 of 17 participants, 35%) scored above 80% overall. Participants tended to gain lower scores on the section dealing with tourism and interpretation, reflecting a need for further reinforcement of this material.



Participants complete a written exam at the end of the training workshop

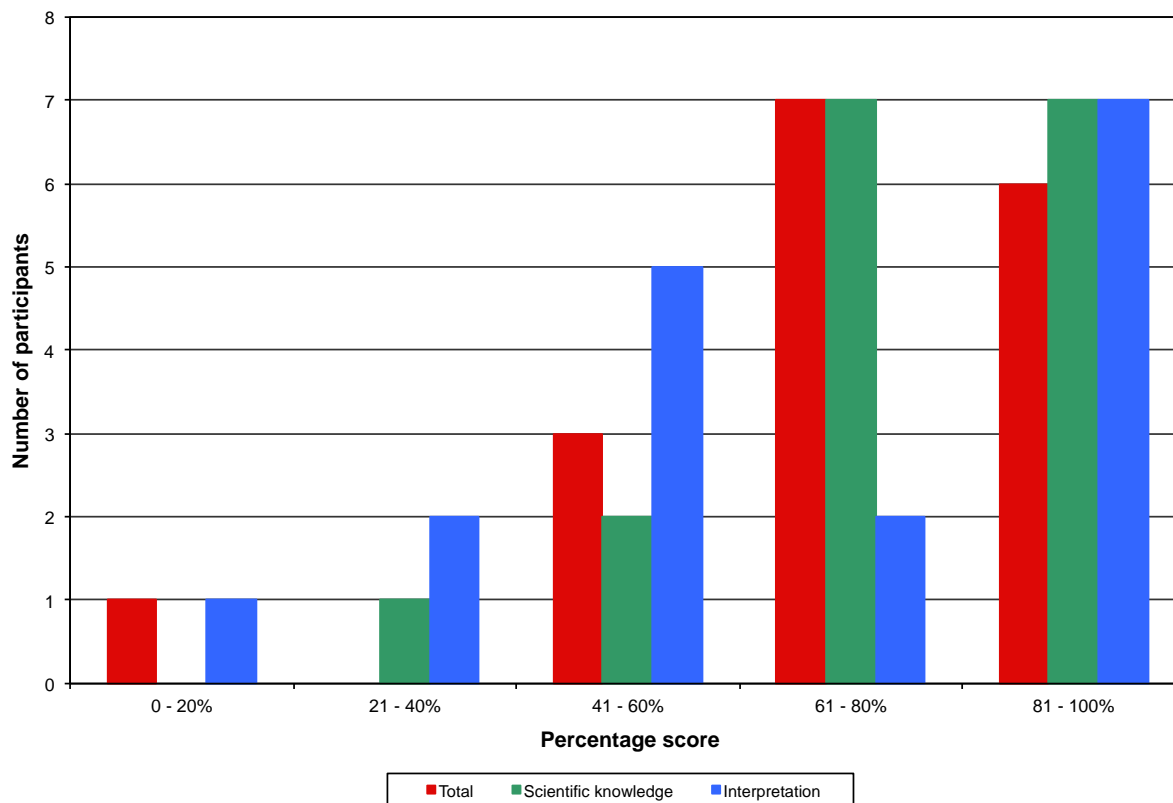


Figure 2. Summary of the results of the written exam

The practical exam, led by the nature-interpretation facilitator, Carlos Alberto López, provided a primarily qualitative assessment of participants' skills and further training needs as nature interpreters. The assessment focused on the three stages of the interpretation process: receiving information (i.e. comprehension), retaining information (i.e. mastery), and rendering information (i.e. presentation). After reflecting on all participants' performance, Lopez reports that he has no concerns regarding the participants' abilities in the first two stages; however, he feels that all participants need much more practice with the third stage before they will be sufficiently prepared to lead beach walks for tourists. Overall, all facilitators agreed with this conclusion, even though some participants were clearly more adept at public speaking at the outset, due to having had more experience in leading groups of visitors on Bluff Beach at night to observe sea turtle nesting.

At the end of the workshop, each participant completed a USAID Client Satisfaction survey. (Appendix 7). The evaluation provided participants with an opportunity to assess all aspects of the workshop, divided into several topics; course content, installations and service, instructor and relevance of the course. Each topic included several related questions, such as the standard of the materials, the comfort of the work area, the knowledge of the instructors and if the workshop fulfilled participant expectations. Participants could score each point as



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Excellent, Very Good, Good or Average. There was also a section at the end of the evaluation where participants could make additional comments, or suggestions on ways in which the activity could be improved in the future.

The results of the Client Satisfaction evaluation were very positive overall: the majority of participants ranked the majority of aspects evaluated as “excellent” or “very good”, and the



STC Scientific Director and workshop coordinator, Dr. Emma Harrison, holding a copy of the workshop certificate.

comments show that participants were pleased with what they gained from the workshop. The three categories that received the greatest number of the lowest ranking (“*regular*”) were “Level of audiovisual materials used”, “Service in general (lighting, ample room-space, etc.)”, and “Logistics”; nonetheless, only between one-quarter and one-third of the total scores for these categories were of the lowest ranking. The participants’ additional comments and suggestions are summarized in the “Recommendations” section below; overall, they reflected a desire for further workshops about sea turtles, and about tourism and nature interpretation

in general.

Conclusions

1. Following discussions between STC staff and ANABOCA members it was determined that a ‘Turtle Spotter Program’ was not the most appropriate method for conducting tourist activities at Bluff Beach. The reason for this decision was that, unlike in Tortuguero, Costa Rica, where the system was developed, the number of turtles and potential visitors at Bluff Beach is not sufficient to justify contracting additional people; the beach monitors and nature interpreters working cooperatively can fulfill the role of a ‘Turtle Spotter’.
2. The workshop surpassed expectations, in that a total of 17 people participated; only two of the original 19 who attended on the first day were unable to attend all of the required sessions, and so were not awarded a certificate of participation.
3. Participants were very satisfied with the structure and content of the workshop, with the quality of the facilitation, and with the amount of information and experience they gained during the three days.
4. Participants appreciated the variety of methodologies. They especially appreciated those that provided hands-on and practical experience, and some participants would have liked to spend more time with these methodologies



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5. Workshop participants felt that the workshop was informative, and they now feel much more prepared to employ the techniques and information they learned while leading turtle walks and explaining turtle biology to tourists.

Recommendations

1. Additional training workshops should be conducted at Bluff Beach prior to the start of the 2013 nesting season, to provide supplementary practical sessions for participants who are interested in working as nature interpreters leading turtle walks at night. These should include workshops about sea turtle tourism and science that are facilitated in English, as well as workshops that are more specifically focused on the role and skills of a nature interpreter (especially through the use of storytelling and role play methodologies).
2. Provide written copies of the information presented during this workshop, for ANABOCA to keep the information on file and refer to it throughout the year.
3. As other tourist activities are developed at Bluff Beach, for example, nature hikes or bird watching, similar workshops could be conducted, bringing in experts in different fields to help train interested members of the community.
4. Eventually, require annual renovation of certification for all participants who have received this training and who hope to work leading turtle walks during the following nesting season.

English Course For Sea Turtle Nature Interpreters

During discussions early in 2012 between STC and members of ANABOCA, it became clear that it would be necessary for at least some members of ANABOCA's tourism initiative to learn functional spoken English if they were to eventually successfully lead sea turtle beach walks with groups of tourists. This is because the majority of tourists visiting Bocas del Toro speak English (often as a second language) and do not speak Spanish. Nonetheless, the sea turtle tourism project at Bluff Beach had insufficient funds to pay a dedicated English teacher to work with the participants. Thus, over a period of six months, STC field staff worked with members of ANABOCA, and gradually established partnerships with other local stakeholders, in order to develop a volunteer-based English program.

Objectives Of Course

The objectives of this course were to create a program for the recruitment of volunteer English instructors, and to provide a continuity structure so that students could make regular progress through a set curriculum despite a high rate of instructor turnover.

Development Of Course

Initially, a volunteer from Solimar International who was stationed on Isla Colón at the time, provided a month-long trial course. She taught two two-hour classes per week, for a period of six weeks (totalling around 24 hours of volunteer instruction). This trial period was helpful



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and informative in the long-term development of a stable volunteer program, and allowed those members of ANABOCA who were particularly motivated to begin their studies.

Eventually, a partnership was established with two local Spanish schools that cater to visiting tourists (Spanish by the Sea, and Habla Ya!), as well as with the owner of a hotel-in-renovation at Bluff Beach (see Appendix 8 for attendance lists to the final planning meetings). This partnership provided the members of ANABOCA and of the larger Bluff Beach community with a free, long-term English course, focused on practical spoken English and on application to tourism work, which will hopefully in the future certify them as English-speaking nature interpreters, thus allowing the Bluff Beach turtle tourism project to cater to the English-speaking portion of the Bocas tourism sector.



Volunteer English teacher leading classes with members of Bluff Beach community

The system arranged through this stakeholder group is as follows:

1. The program will follow the curricular organization and order laid out in an “English for Nature Guides” curriculum that was originally created for Rare (an international wildlife conservation organization) for a project in Honduras, and which is available through the public domain (see Appendix 9 for the table of contents from this curriculum).
2. This curriculum, as well as any additional teaching resources, and a set of documents designed for the instructors to be able to track their work and their students’ progress, will be shared online through a Google Documents folder (see Appendix 10 for copies of the tracking documents)
3. The hotel owner, as a form of volunteer service to the Bluff Beach indigenous community, will serve as the principal instructor for the English course. He will teach two, two-hour classes per week, indefinitely. Classes will be taught at the Bluff Beach elementary school. He will follow the base curriculum, and will track his and the students’ progress online using the above-mentioned tracking forms.



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4. The Spanish schools may both, whenever they have an interested volunteer, integrate one of their students as a backup volunteer instructor. These backup instructors, whenever they are available, will coordinate schedules with the principal instructor to teach two additional two-hour practice sessions per week. They will receive in-house incentives from their respective Spanish schools for this volunteer work, and the Spanish schools are committed to paying the travel costs associated with their respective volunteers (\$20 round-trip taxi per practice sesión for as long as any given backup instructor is teaching). (See Appendix 11 for the orientation document created for all Spanish-school volunteers.)
5. Whenever a student feels adequately prepared to be certified as an English-speaking nature interpreter (and as long as the principal instructor agrees), the principal instructor and the administrator from one of the Spanish schools (Spanish by the Sea) will schedule an appointment to administer an oral examination (see Appendix 12) for that student. Both test-administrators will independently grade the student's performance on the test, and if the average of the two resulting scores is 80% or greater, that student's score will then be reported to the Bluff Beach Advisory Group, who will officially certify him or her as an English-speaker. Thus, once this student also becomes certified as a sea turtle nature interpreter, they will be permitted to lead turtle walks with English-only tourist groups.



English teacher and students reviewing
new course materials

As per the structure outlined above, the English course officially launched on Friday, 18 August, 2012. In the first three months following the course's launch date, there have been numerous halts and obstacles in the course's progress, mainly due to diminishing student commitment, poor student attendance, and the principal instructor's unforeseen need to travel (the last was a single event). Thus, the course is still considered to be in an incipient stage. Nonetheless, the established structure represents a major step forward, the commitment of a core group of students remains unflagged, and the course is expected to re-launch in earnest within the first couple of months of 2013.

Conclusions

As this course is an ongoing program, and has not yet settled into a regular schedule, these conclusions are based on the work done, to date, to develop this program:



1. A fully functional structure for a long-term English course has been established. This course is premised upon the volunteer participation of permanent members of the Bocas community – both residents and local businesses – and can be officially launched as soon as a sufficient number of committed students can be recruited.
2. Most participants in the first trial English classes were initially enthused, but enthusiasm tended to flag after a few weeks, likely due to the classes ceasing to be seen as “novel” and “exciting” and coming to be regarded instead as extra “work”. This, however, was not the case for a few exceptional students, who continued to attend regularly.
3. All students had the predictable habit of arriving to classes late and unprepared, which both teachers who have thus far been involved found frustrating, and detrimental to course progress.

Recommendations

Based on experience to present, STC recommends the following next steps to continue developing this program:

1. Continue to work with those few dedicated students, who also happen to be leaders within ANABOCA, to seek out and build a base of dedicated and diligent students.
2. Set a date for the re-launch of this program, work to consolidate support and commitment to the program, and deem this re-launch the final attempt to cement the program.

So as to increase participants’ commitment to the program, the Bluff sea turtle tourism initiative could eventually consider establishing differential pay rates for those guides who are certified to lead turtle walks in English (currently, very few are capable of this, and none have completed the oral exam and become formally certified) and those who are not. (However, this is not an option for the initial operational season, 2013, given the crucial need for more interpretation training for all participants.)

First Aid Training For Sea Turtle Nature Interpreters

A secondary training need that was identified by STC and ANABOCA during discussions in early 2012, was that of basic first aid for turtle-walk leaders. However, this training need was never preconceived as part of the initiative’s 2012 funding. Nonetheless, STC staff were able to establish an agreement with CRROBS to provide a two-day training for all local participants in the sea turtle tourism initiative, free of charge.



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This course was conducted on 4 - 5 August, 2012, and was facilitated by the director of CRROBS. The curriculum was the ARC Spanish version of “CPR/AED and First Aid for the Workplace”. (CPR is Cardiopulmonary Resuscitation, and AED is Automatic External Defibrillation.) At the end of the workshop, all participants who passed the final written and practical exams could choose one of two options for certification: 1) an official certification from ARC (facilitated by CRROBS), which cost \$25.00 per person; or 2) a CRROBS in-

house certification, which was free of charge but which obviously was less widely and officially recognized than that of the ARC. In the end, all but two participants chose the second option.



Training participant practices CPR on a dummy

Objectives Of The Training

The objective of this workshop was to provide participants with the requisite training to be certifiable by the ARC at the level of “CPR/AED and First Aid for the Workplace”.

Workshop Participants

A total of eight students participated in this workshop (see Appendix 12). Seven of these participants completed the training (one student, Dianilsa Martin, left the training after the first day.)

Workshop Agenda



The workshop agenda essentially followed the order of contents of the ARC “CPR/AED and First Aid for the Workplace” coursebook. The facilitator chose not to fix days and times for each subject he was to cover, so that he could proceed flexibly, moving more slowly or more quickly through the sections, depending on the students’ understanding and learning of each respective

Participants review material with support from the course facilitator, prior to the written exam



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section (See Appendix 13 for a copy of the agenda).

During the first day, the facilitator covered all material through the use of the AED. On the second day he reviewed this material, taught the remaining material, reviewed the entire course again, and then administered the written and practical tests.

The methodology that the facilitator used was cyclical; for each section, he first taught a section verbally, then played a video and facilitated hands-on practice to review the material, then quizzed and reviewed the material verbally without reference to the coursebook. He always allowed himself a measure of flexibility, in case he found it necessary to adapt the methodology, approach, or order of materials to best enhance students' comprehension and mastery of the different topics.



Conclusions

Participants practice their first aid skills in group scenarios

At the end of the training, only three of the seven participants who completed the full training were eligible for the ARC certification (i.e. passed their written and practical tests with grades of 80% or higher); of these three, only two chose to purchase the ARC certification. The third eligible participant and the four ineligible participants were approved by the facilitator to receive the CRROBS in-house certification as a recognition of their learning.

The majority of the training participants reported that they enjoyed the training very much. They were very happy with the facilitator's lively, varying, and responsive teaching style. Most participants commented that they felt they learned a lot of useful information to use both at home and in connection with the Bluff Beach sea turtle project, and that they would participate in further first aid trainings if they were made available.

Recommendations

At the end of this training, the following recommendations were compiled according to input from training participants and STC field staff:

1. Most participants recommended planning additional and more detailed first aid-related workshops.



2. STC recommends scheduling this same certification course on an annual basis; this will allow previously certified members of the sea turtle tourism project to review and reinforce their training and provision for new members of the project to become certified. Ideally, this would eventually be established as a requisite for anyone wanting to lead beach walks at Bluff as a sea turtle nature interpreter.

PROMOTIONAL MATERIALS

Brochure For Sea Turtle Tourism Initiative

STC, in collaboration with ANABOCA, and with express approval of the Bluff Beach Advisory Group, is designing an information brochure for the Bluff Beach sea turtle tourism initiative (see Appendix 15). This brochure contains some basic information about the species of sea turtles that nest at Bluff Beach and in the Bocas region; a brief history of turtle use and conservation in Bocas; and an explanation, justification, and invitation for the tourism project. The brochure is bilingual (Spanish-English), which, though it curtails the amount of information able to be included in the brochure, avoids the need to produce separate brochures; features various high-quality photographs of turtles and of the conservation project at Bluff Beach, and is designed to pique tourists' interest in participating in a turtle walk without providing exhaustive information.

Upon completion of design, 3,000 copies of this brochure will be ordered to print, to be used for sale of turtle walks during the 2013 sea turtle nesting season. Of these 3,000 copies, 2,000 will be printed with a unique numeric code. This will allow these brochures to be used (in coordination with a central record that will be used to track which brochure numbers have already been sold) as the entrance tickets to the turtle walks. The other 1,000 will be printed without any numeric code, allowing them to be sold to tourists who may not want to or be able to participate in a walk, but who still want to support the project. (This latter fundraising approach is based on the success of an identical scheme in the Turtle Spotters Program that the STC developed in Tortuguero, Costa Rica.)

The brochure is still in the final stages of design. The basic format and information have been assembled in a prototype (see Appendix 15). However, the STC plans on reviewing and editing this prototype in collaboration with ANABOCA and other members of the Bluff Beach Advisory Group involved in sea turtle conservation and tourism at Bluff Beach. While the STC expects that only minor changes will be made through this process of collaborative development, it also believes that this process is important to the eventual successful implementation of the brochure. Collaborative development of all project materials engenders a sense of shared ownership and pride on behalf of all stakeholders, and thus a tacit agreement to utilize these materials together and in a consensual and streamlined fashion.

Sales Structure



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During the 2012 sea turtle nesting season, STC, ANABOCA, and the Bluff Beach Advisory Group developed an ongoing dialogue about the sales structure through which the Bluff Beach sea turtle tourism initiative would begin to market its turtle walks. This dialogue has resulted in a clear but general plan for how this structure will function. This plan will be implemented by STC and ANABOCA in the first few months of 2013, so that the initiative may begin official sales at the start of the 2013 nesting season (March 2013). The long-term vision is that the sales structure will be slowly adjusted and adapted as determined by the Bluff Beach Advisory Group, so that, once the Bluff Beach Municipal Reserve receives a nationally approved management plan, the sales structure can be easily brought under its supervision.

The 2013 turtle walk sales structure has been brainstormed so as to meet two simultaneous needs: effective control of which and how many (maximum of 24) tourists enter the nesting beach per night during the nesting season, so as to minimize human impact on the nesting turtles; and, simplicity and efficiency regarding the sale and facilitation of turtle walks.

Interested tourists will be able to register and pay for turtle walks at two designated locations on Isla Colón: a registry housed at Bluff Beach, and a registry housed in the local ATP office, in Bocas Town (see Appendix 16 for a draft format of the registry). These registries will each be overseen by members of the initiative (members of ANABOCA or otherwise), and will only be open during certain hours of business. The registry in Bluff Beach will sell walks for the same day or the following day, whereas the registry in the ATP will only sell walks for the same day. This will allow tourists staying at hotels in the Bluff region to purchase a given day's tour before it is sold out to the much larger client base who stay at hotels in Bocas Town.

When a client registers and pays for a turtle walk, they will receive a brochure with a unique numeric code (see explanation of brochure codes, in section titled BROCHURE), and that numeric code will be recorded with the date of sale, name of the client, and the client's identification number (e.g. passport number) in the registry. At least for the 2013 season, there are no plans for permitting local tour operators to sell turtle walks independently; due to the potential for this to complicate the effort to strictly control the number of tourists on the beach per night.

Transportation for the turtle walks is likely to be slightly complicated, given the number of transportation workers on Isla Colón, the existence of various types of transportation, the history of impassioned debates amongst the transportation unions regarding fixed versus negotiable pricing, and the high cost of transportation by night to-and-from Bluff Beach. The details of transportation remain to be worked out prior to the start of the 2013 nesting season. Nonetheless, it is anticipated that clients will be given two options: either purchase a package with transportation included, for one price, or without, for another, lower price, but they are then responsible for arranging their own transportation to the beach.



Tourists will meet at a designated meeting point at Bluff Beach (or meet at their transportation pickup point) at a set time. There, they will show their uniquely coded brochure and personal identification, have their names and code-numbers checked off in the registry, and then the turtle walk will commence.

Turtle walk costs, and use and distribution of funds, remains to be decided upon. STC will be working on solidifying these figures in the coming months.

The 1000 non-coded brochures will serve as a trial run of a fundraising scheme for the initiative. The hope is that various businesses in Bocas Town and on Isla Colón will agree to sell these brochures, at a fixed price, to tourists who cannot or do not want to purchase a turtle walk, but who nonetheless want to support the initiative at Bluff Beach. A number of local businesses have verbally pledged their support in this effort, including hotels (Hotel Palma Royal, Tropical Suites, Tesoro Escondido, and a new and yet-unnamed hotel at Bluff Beach), hostels (Hostal Heike), restaurants (Maná), and a Spanish school (Spanish by the Sea), and it is expected that many other local businesses, who supported the sales of turtle walks during the 2012 nesting season, will support this effort as well. STC, ANABOCA, and the Advisory Group will continue to build this support in the initial months of 2013.

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APPENDICES

Appendix 1. Copy Of Invitation To Training Workshop

Bocas del Toro, 16 de octubre de 2012

A Quien Concierna:

El Programa Regional de USAID para el Manejo de Recursos Acuáticos y Alternativas Económicas, , se complace en invitarle al Taller de Capacitación de Intérpretes Naturalistas de Tortugas Marinas, 2012. Esta capacitación tendrá lugar en la Escuela Primaria de Playa Bluff y en la playa colindante, del 20 al 22 de octubre, 2012, de 8:00 am a 5:00 pm. El día 21 de octubre habrá además una sesión de trabajo de playa, de 7:00 pm a 10:00 pm. (Se adjunta a esta invitación la agenda para la capacitación.)

El objetivo de esta actividad será preparar y certificar a los participantes para tener un desempeño adecuado dentro del Programa de Turismo de Tortugas en Bluff, dirigido por ANABOCA y el Grupo Asesor de la Reserva Municipal Playa Bluff. Este Programa dará inicio la próxima temporada marzo 2013.

La capacitación será facilitada por el personal de la Sea Turtle Conservancy (STC).

A cada participante se le aplicará una valoración al inicio y al final de la capacitación, más un examen final práctico y oral. Los participantes que asistan a todas las actividades, y que aprueben los dos exámenes recibirán su certificado de *Intérprete Naturalista de Tortugas Marinas*, el cuál le permitirá integrarse activamente al Programa de Turismo de Tortugas de Bluff en 2013.

Todo participante debe asistir puntualmente todos los días, y debe ir preparado con los siguientes materiales: cuaderno para apuntes; lápiz o bolígrafo; tarea, cuando haya sido asignada y cédula de identidad.

Esperamos contar con su participación a este importante taller. Juntos podemos lograr un turismo responsable, que brinde beneficio a las tortugas marinas de Bocas y a la comunidad de Bluff.

Atentamente,

Drew Hart

Programa Regional de USAID para el Manejo de Recursos Acuáticos y Alternativas Económicas

Bocas del Toro, Panamá
Tel. (507) 6413 3182
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Appendix 2. List of participants and daily attendance records

Name	Sex	Country	Institution / Title	Profession	Telephone number	E-mail
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Basiano Powell	M	Panama	Tourism	Boat captain	6530-0694	
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Eric Serrano	M	Panama		Cook		
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Matilde Choy	F	Panama	ANABOCA	Student		
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LISTA DE ASISTENCIA

Nombre del evento: Taller de Capacitación de intérpretes Naturalistas de Tortugas Marinas
País/Lugar: Playa Bluff, Isla Colon, Bocas del Toro, Panama
Fecha: 20 octubre 2012

Nº	Nombre	Genero		País	Institución / Cargo	Profesión	Teléfono	Correo electrónico	Firma
		M	F						
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LISTA DE ASISTENCIA

Nombre del evento: TALLER DE CAPACITACIÓN DE INTERPRETES NATURALISTAS DE TORTUGAS MARINAS

Pais/Lugar: PLAYA BLUFF ISLA DE COLÓN, Bocas del Toro, PANAMA

Fecha: 20 OCTUBRE, 2012

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Nombre del evento: TALLER DE CAPACITACIÓN DE INTERPRETES NATURALISTAS DE TORTUGAS MARINAS

País/Lugar: PLAYA BLUFF ISLA COLÓN, PANAMA

Fecha: 21 DE OCTUBRE, 2012

Nº	Nombre	Genero		País	Institución / Cargo	Profesión	Teléfono	Correo electrónico	Firma
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Nombre del evento: TALLER DE CAPACITACIÓN DE INTERPRETES NATURALISTAS DE TORTUGAS MARINAS

País/Lugar: PLAYA BLUFF, ISLA COON, PANAMA

Fecha: 21 DE OCTUBRE, 2012

N°	Nombre	Genero		País	Institución / Cargo	Profesión	Teléfono	Correo electrónico	Firma
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LISTA DE ASISTENCIA

Nombre del evento: TALLER DE CAPACITACIÓN DE INTERPRETES NATURALISTAS DE TORTUGA MARINAT
País/Lugar: PLAYA BLUFF, ISLA COLÓN, PANAMÁ
Fecha: 22 DE OCTUBRE, 2012

N°	Nombre	Genero		País	Institución / Cargo	Profesión	Teléfono	Correo electrónico	Firma
		M	F						
1	Genaro Castillo	✓		Panamá	Coordinador	Investigador	377-2280		Genaro Castillo
2	Alejo González	✓		Panamá	Asistente de CST	Asistente de investigación		@decathlon@hotmail.com	Alejo
3	Emilio Lopez			Panamá	—	—	—	—	Emilio
4	Ramiro Berti			Panamá	—	—	—	—	Ramiro
5	Gabriel Martin	✓		Panamá	—	—	—	Gabriel Martin	Gabriel Martin
6	Walter Lugo	✓		Panamá	ANABOCA	—	—	Walter Lugo	Walter Lugo
7	Patricia Lopez	✓	✓	Panamá	ANABOCA	—	—	Patricia Lopez	Patricia Lopez
8	Amelito Martin	✓		Panamá	ANABOCA	Monitoreo	66597815	amelito@unicef.com	Amelito Martin
9	Marta Gonzalez		✓	Panamá	ANABOCA	Atención Turismo	—	—	Marta
10	Ruberto Pardo	✓		Panamá	ANABOCA	Guia	6915 5179	Pablobesa@gmail.com	Ruberto Pardo
11	Manila Nafu		✓	Panamá	ANABOCA	Voluntario	6631 5793	—	Manila Nafu
12	Luis Santos	✓		Panamá	ANABOCA	—	—	—	Luis Santos



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Appendix 2. continued



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OF AQUATIC RESOURCES AND ECONOMIC ALTERNATIVES

LISTA DE ASISTENCIA

Nombre del evento: TALLER DE CAPACITACIÓN DE INTERPRETES NATURALISTAS DE TORTUGAS MARINAS

País/Lugar: PLAYA BLUFF ISLA COLÓN, PANAMA

Fecha: 22 DE OCTUBRE, 2012

N°	Nombre	Genero		País	Institución / Cargo	Profesión	Teléfono	Correo electrónico	Firma
		M	F						
13	WILFREDO BAKER	/		PANAMÁ	MONITOR	T. Constantino	-	-	Wilfredo B.
14	Leticia Rojas		✓	Panamá	STC Asistente	Biologa	61-28-1998	lu.t.ros@hntail	Leticia Rojas
15	Carlos A. Lopez	X		COSTA RICA	STC	INTERPRETE NAT	2265-6334	CABERO@PACHA.CO.CR	Carlos A.
16	Alfred J. Foster	✓		Panamá	ANADORA	Asistente y Presidente	68437249	alfred@turtleco	Alfred J. Foster
17	Roberto Bonard	✓		Panamá	Monitor				Roberto Bonard
18	Eric S. Somoza	✓		Panamá		Coordinador			Eric S. Somoza
19	EMMA HARRISON		✓	COSTA RICA	STC	BIOLOGA	2297-5370	emma@conserveturtles.org	Emma Harrison
20	Cristina Ordóñez		✓	Panamá	STC	Biologa	66715996	Cristina O. O.	Cristina Ordóñez
							3572762	Conserveturtles.org	

Appendix 3. Agenda for training workshop for sea turtle nature interpreters

Training Workshop for Sea Turtle Nature Interpreters

Date: 20 – 22 October, 2012 **Place:** Bluff Beach, Isla Colón, Bocas del Toro, Panama

Organizers: Dr Emma Harrison, Scientific Director, STC

 Cristina Ordoñez, Research Coordinator, Panama, STC

 Cabeto López, Nature Interpretation Specialist, Costa Rica

 Drew Hart, Sea Turtle Ecotourism Coordinator, Panama, STC

Objectives:

1. Train 10 – 15 sea turtle nature interpreters, for the sea turtle ecotourism project at Bluff Beach, Isla Colón, Panama, and for other potential projects in the region
2. Examine the knowledge of the interpreters, and certify those who gain 80% or more in their final exams (written and practical)
3. Provide access to training for some leading members of other regional sea turtle conservation projects (including Soroopta Beach, Long Beach, and the communities of Río Caña and Río Chiriquí in the Comarca Ngöbe-Buglé), in order to increase capacity and knowledges in these projects.

Facilitators:

Dr Emma Harrison, Scientific Director, STC

Cristina Ordoñez, Research Coordinator, Panama, STC

Cabeto López, Nature Interpretation Specialist, Costa Rica

APPENDIX 3. CONTINUED

Agenda: Training Workshop for Sea Turtle Nature Interpreters

Place	Dates	Schedule
Bluff Beach School, Isla Colón, Bocas del Toro, Panama	20-22 October, 2012	8:00 am – 5:00 pm each day with a night session on Sunday 21 October from 7:00 pm – 10:00 pm

Saturday, 20 October		
Time	Activity	Objectives
8:00 am	Welcome	<ul style="list-style-type: none"> • Presentation of facilitators, MAREA representative and workshop participants • Presentation of the agenda and explication of the workshop objectives
8:30 am	Initial assessment	<ul style="list-style-type: none"> • Determine the current knowledge of each participant • Catalyze thinking about expectations and personal goals
9:00 am	Basic sea turtle biology	<ul style="list-style-type: none"> • Teach participants about the life cycle of sea turtles
10:00 am	Presentation in front of an audience Interpretation 1: Theory and implementation	<ul style="list-style-type: none"> • Individuald presentation • Techniques of oral presentation • Practice the concept of interpretation applied to personal experiences and the oral narration of natural history events
10:45 am	Break	
11:00 am	Species identification and nesting behavior	<ul style="list-style-type: none"> • Teach participants how to identify different species of sea turtle, and how to distinguish the different phase of the nesting process
12:45 pm	Lunch	
12:00 pm	Interpretation 2	<ul style="list-style-type: none"> • Practical session based on how to interpret information about the natural history of sea turtles
1:30 pm	Status of sea turtles in Central America	<ul style="list-style-type: none"> • Inform the participants about the sea turtle species found in Central America, their current status and their principal threats
3:00 pm	Interpretation 3	<ul style="list-style-type: none"> • Practice interpreting the information about the conservation of sea turtles and their threats; aimed at discussing the information received during the first day and to provide feedback about the level of the theoretical content

APPENDIX 3. CONTINUED

Sunday, 21 October		
Time	Activity	Objectives
9:00 am	Case study of sea turtle tourism: Tortuguero	<ul style="list-style-type: none"> • Discuss tourist activities at Tortuguero as an example of responsible sea turtle tourism • Highlight successes, challenges, and lessons learned from sea turtle tourism at Tortuguero
10:00 am	History, status and regulations governing use of Bluff Beach Municipal Reserve	<ul style="list-style-type: none"> • Provide information about the history and status of the Reserve • Discuss the regulations for the use of the beach and how to achieve tourism that complies with the regulations and has little environmental impact
10:30 am	Break	
10:45 am	Conservation in action: What do we do in the research project?	<ul style="list-style-type: none"> • Discuss the importance of sea turtle monitoring, research and conservation projects • Give a demonstration of the fieldwork conducted and the data collected for the project at Bluff Beach
12:30 pm	Lunch	
1:45 pm	Interpretation 4	<ul style="list-style-type: none"> • Practice interpreting the need for sea turtle monitoring, research and investigation projects • Practice interpreting the fieldwork protocol and the data collected for the research project
2:15 pm	Tourism and conservation	<ul style="list-style-type: none"> • Discussion about the important role of tourism in conservation, good practices and ethics for a nature interpreter
2:45 pm	Break	
3:00 pm	Interpretation 5	<ul style="list-style-type: none"> • Provide participants with an example of an interpretive walk on the trail and the beach
5:00 pm	Dinner	
7:30 pm	Basic principals of how to be a nature interpreter	<ul style="list-style-type: none"> • Define responsible tourism and distinguish between a nature interpreter and a tour guide • Review the characteristics of a good interpreter, good practices on how to present yourself and how to talk in public, how to manage groups of visitors, how to deal with problems and conflicts, etc
8:00 pm	Practical session on the beach	<ul style="list-style-type: none"> • Lead participants on a turtle walk on the beach at night • Provide an example of an organized turtle walk of high quality, and discuss what distinguishes it from one that is badly organized and of poor quality • Provide an opportunity for participants to practice the skills for responsible tourism, and provide a forum for exchanging ideas and feedback

APPENDIX 3. CONTINUED

Monday, 22 October

Time	Activity	Objectives
8:00 am	Reflection on the night session	<ul style="list-style-type: none"> Allow participants to ask questions and give feedback about their experiences during the night session
10:15 am	Break	
10:45 am	Practical session	<ul style="list-style-type: none"> Opportunity for participants to gain more practical experience in how to conduct a guided turtle walk, using case study examples
12:00 pm	Lunch	
1:00 pm	Review of information about sea turtles	<ul style="list-style-type: none"> Allow participants a final opportunity to ask questions about the information and materials received during the workshop
2:00 pm	Practical exam	<ul style="list-style-type: none"> Provide an ultimate opportunity to practice the skills needed to conduct a guided sea turtle walk Evaluate, in a semi-formal manner, the style and practical interpretation skills of each participant
3:15 pm	Break	
3:30 pm	Written exam	<ul style="list-style-type: none"> Formally evaluate the knowledge gained by each participant during the workshop
4:30 pm	Final assessment and workshop evaluation	<ul style="list-style-type: none"> Provide time for participants to complete the final assessment Provide time for participants to complete the USAID 'Client Satisfaction' evaluation
5:00 pm	Closing activity	<ul style="list-style-type: none"> Presentation of certificates to participants



Appendix 4. Pre- and POST-WORKSHOP SELF-ASSESSMENTS

PRE-WORKSHOP SELF-ASSESSMENT: Training Workshop for Sea Turtle Nature Interpreters
Bluff Beach, Bocas del Toro, Panama, 20 - 22 October, 2012

Name: _____

		Disagree	Neither Agree or Disagree	Agree
<i>INSTRUCTIONS: Please circle the number that best describes your response to each question.</i>				
1	I know and can explain sea turtle biology.	1	2	3
2	I know and can explain the importance of sea turtle research and conservation.	1	2	3
3	I feel comfortable to speak in public and teach others.	1	2	3
4	I feel ready to lead a sea turtle walk.	1	2	3

INSTRUCTIONS: Please respond briefly to the following questions:

- 5** Why did you decide to participate in the workshop?
- 6** What expectations do you have for the workshop? What do you hope to learn during the workshop?



Appendix 4. continued

POST-WORKSHOP SELF-ASSESSMENT: Training Workshop for Sea Turtle Nature Interpreters Bluff Beach, Bocas del Toro, Panama, 20 - 22 October, 2012

Name: _____

		Disagree	Neither Agree or Disagree	Agree
<i>INSTRUCTIONS: Please circle the number that best describes your response to each question.</i>				
1	I know and can explain sea turtle biology.	1	2	3
2	I know and can explain the importance of sea turtle research and conservation.	1	2	3
3	I feel comfortable to speak in public and teach others.	1	2	3
4	I feel ready to lead a sea turtle walk.	1	2	3

INSTRUCTIONS: Please respond briefly to the following questions:

- 5** Did the workshop fulfill your expectations? If no, which were not met, and why?
- 6** Would you participate in other sea turtle workshops? What else would you like to learn about turtles? What other subjects (animals, plants, natural history, etc) would you like to study?



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Appendix 5. participant WRITTEN examination

Examen Final – Taller de Capacitación para Intérpretes Naturalistas de Tortugas Marinas, Playa Bluff, Bocas del Toro, Panamá

Fecha: _____

Nombre: _____

I. TORTUGAS MARINAS EN GENERAL – Marque con una X la respuesta correcta:

1. Las tortugas marinas son:

- (a) reptiles
- (b) anfibios
- (c) mamíferos
- (d) aves

2. ¿Cómo se llaman “la espalda” y “el estomago” de las tortugas?

- (a) caperucita y plastrón
- (b) caparazón y plato
- (c) caparazón y plastrón
- (d) alcaparra y plátano

3. ¿Cuáles son las etapas correctas del proceso de anidación de una tortuga?

- (a) salir del agua y observar la playa, subir y seleccionar el sitio del nido, hacer la cámara, desovar, tapar la cámara, regresar al mar
- (b) salir del agua y observar la playa, subir y seleccionar el sitio del nido, camuflar el sitio del nido, hacer la cama, hacer la cámara, desovar, tapar la cámara, regresar al mar
- (c) salir del agua, subir, camuflarse, hacer la cámara, desovar, hacer la cama, camuflar el nido, regresar al mar
- (d) salir del agua y observar la playa, subir y seleccionar el sitio del nido, hacer la cama, hacer la cámara, desovar, tapar la cámara, camuflar el sitio del nido, regresar al mar

4. En Bocas desovan:

- (a) la tortuga verde, cabezona, y carey
- (b) la tortuga verde, baula, y lora
- (c) la tortuga verde, baula, y carey
- (d) la tortuga verde, baula, y cabezona

Appendix 5. continued



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5. ¿Cuál es una amenaza NATURAL de las tortugas marinas en Bocas?
- (a) saqueo y pesca humano
 - (b) contaminación de plásticos
 - (c) desarrollo costero y luces
 - (d) depredación por aves, cangrejos, y tiburones
6. ¿Cuál NO es una adaptación que las tortugas marinas tienen para vivir en el mar?
- (a) forma plana e hidrodinámica
 - (b) respirar bajo el agua
 - (c) aletas sin dedos y con forma de canaletes
 - (d) capacidad de “llorar” para deshacerse de la sal marina
7. Los investigadores usan transmisores satelitales principalmente para estudiar:
- (a) las migraciones de las tortugas marinas
 - (b) si las tortugas marinas desovan de día o de noche
 - (c) la profundidad máxima que puede sumergirse una tortuga marina
 - (d) la cantidad de comida que comen las tortugas marinas
- II. LAS ESPECIES DE TORTUGAS DE BOCAS – Marque con una X la respuesta correcta:
8. ¿Cuál es la tortuga marina más pequeña que llega a desovar en Bocas?
- (a) baula
 - (b) verde
 - (c) cabezona
 - (d) carey
9. ¿Cuál es la playa en donde desova más tortugas verdes?
- (a) Tortuguero, Costa Rica
 - (b) Chiriquí, Panamá
 - (c) Cayos Zapatilla, Panamá
 - (d) Gandoca, Costa Rica
10. Un nido de tortuga baula en Playa Bluff contiene aproximadamente:
- (a) 10 huevos fértiles y 50 vanos
 - (b) 60 huevos fértiles y 10 vanos
 - (c) 90 huevos fértiles y 30 vanos
 - (d) 120 huevos fértiles y 0 vanos

Appendix 5. continued



11. ¿Cuál es la temporada de desove de la tortuga baula en Bocas?
- (a) enero-marzo
 - (b) febrero-julio
 - (c) abril-agosto
 - (d) mayo-setiembre
12. Las tortugas baulas que desovan en Bocas pueden migrar tan al norte hasta:
- (a) Cuba
 - (b) California
 - (c) Brasil
 - (d) Canadá
13. El proceso de desove de una tortuga baula dura hasta:
- (a) 1 hora
 - (b) 2 horas
 - (c) 5 horas
 - (d) 8 horas
14. ¿Cuál es la playa en Bocas en donde desovan más tortugas carey?
- (a) Bluff
 - (b) Cayos Zapatilla
 - (c) Playa Larga
 - (d) Chiriquí
- III. LAS ESPECIES DE TORTUGAS DE BOCAS – ¿Cuál es la comida principal de cada especie de tortuga marina? Dibuje una flecha entre el nombre de la tortuga y su comida.
- | | |
|-------------------|--------------|
| 15. Baula | Pasto Marino |
| 16. Carey | Crustáceos |
| 17. Tortuga verde | Medusas |
| 18. Cabezona | Esponjas |

Appendix 5. continued

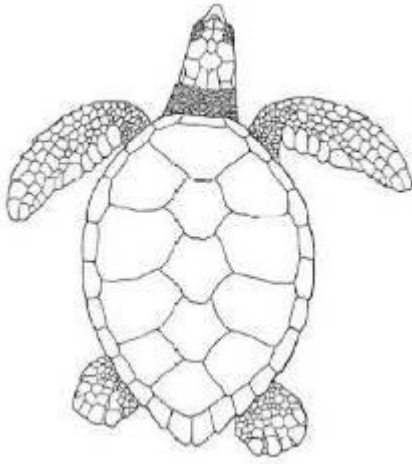


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Escriba cuál especie de tortuga es, y provea dos características únicas de cada especie:

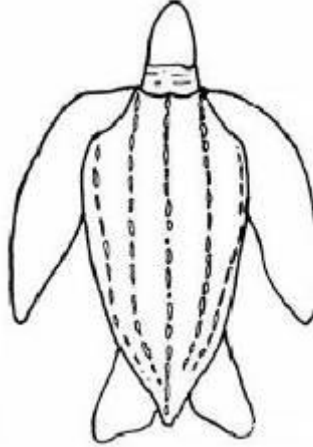
19. Especie: _____



a) _____

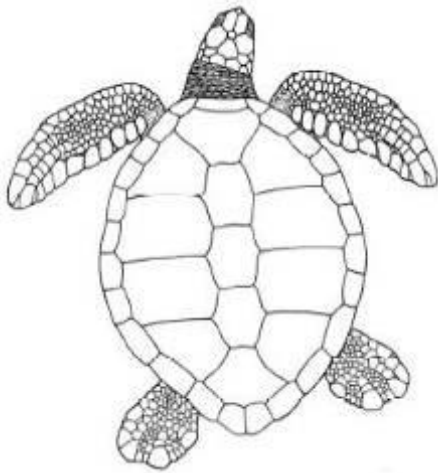
b) _____

20. Especie: _____



a) _____

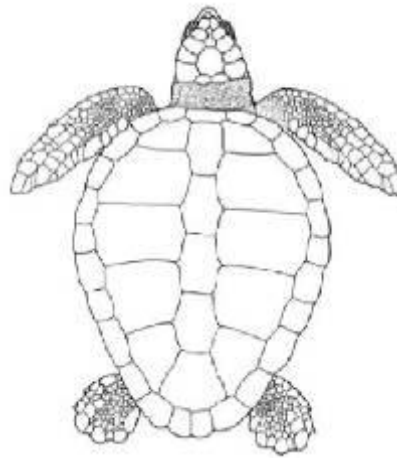
b) _____



21. Especie: _____

a) _____

b) _____



22. Especie: _____

a) _____

b) _____

Appendix 5. continued



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IV. INVESTIGACIÓN, MONITOREO, Y TURISMO – Marque con una X la respuesta correcta:

23. ¿Qué son los beneficios de un programa de investigación de tortugas marinas que está ligado con un proyecto de turismo?

- (a) Provee información a los turistas para que ellos puedan apoyar a la conservación.
- (b) Averigüe que el turismo tenga impacto mínimo en las tortugas y su hábitat de anidamiento.
- (c) El turismo puede proveer fondos para la continuación y el desarrollo de la conservación
- (d) Respuestas (a), (b), y (c) son correctas.

24. ¿Qué información apuntamos cuando revisamos una tortuga después de que ella desove

- (a) Medidas de caparazón, cantidad de huevos, edad, fecha y hora
- (b) Medidas de plastrón, ubicación del nido, edad, número de placa, fecha y hora
- (c) Medidas de caparazón, número de placa, cantidad de huevos, ubicación del nido, fecha y hora
- (d) Medidas de caparazón, número del nido, profundidad del nido, ubicación del nido, fecha y hora

25. ¿Qué NO puede hacer cuando está observando una tortuga que está anidando?

- (a) parar tras ella y mirar adentro del nido una vez que ella empiece desovar
- (b) sacar fotos
- (c) alumbrarla con luz roja, pero lo menos posible
- (d) seguirla al agua después de que termine de desovar y camuflar su nido

26. La Reserva _____ Playa Bluff se formó por la creación de la *Resolución Número 1*. Esto pasó en el año _____:

- (a) Regional; 2012
- (b) Municipal; 1997
- (c) Nacional; 1997
- (d) Municipal; 2012

Appendix 5. continued



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27. ¿Hable sobre tres aspectos que usted considera son fundamentales o básicos a la hora de ejecutar un avistamiento de tortugas, puede hacer referencia a la disciplina y la conducta en la playa así como la forma en que usted piensa entregar la información?

28. A estas alturas usted maneja una buena cantidad de información técnica sobre la historia natural de las tortugas marinas que anidan en su área. Si a usted le corresponde enfrentar una situación en que no tiene la información precisa o en que la pregunta corresponde a otras áreas de conocimiento, relate la forma en que usted respondería. Responda de acuerdo a lo que se ha discutido sobre lo que no sabemos y cómo debemos enfrentarlo con los visitantes.

29. Describa en forma detallada cuáles son las características más importantes de la información que usted vaya a presentar en un avistamiento de tortugas. Hable de su propia interpretación de toda la información científica de primera clase que ha recibido y de cómo usted será un vínculo entre las personas que manejan información exacta y correcta y los visitantes que no conocen mucho sobre las tortugas.

30. Nos interesa conocer si tiene alguna opinión sobre la división de roles y la coordinación entre los monitores científicos y los intérpretes? O sobre las expectativas o intereses del turista?



Appendix 6. Sample participant certificate





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APPENDIX 7. USAID CLIENT SATISFACTION SURVEY

SATISFACCION DEL CLIENTE. CAPACITACIONES

Nombre del evento:

Lugar: _____ Fecha: _____

Estimado cliente:

Como Programa de Manejo de Recursos Pesqueros y Alternativas Económicas, nos interesa conocer su grado de satisfacción con respecto a la capacitación recibida, por lo que de forma atenta le solicitamos complete la siguiente información:

INVESTIGACIÓN DE LA SATISFACCION DEL CLIENTE

Medio por el cual se entero del curso

- | | |
|---------------------------------|--------------------------|
| a) Programa MAREA | <input type="checkbox"/> |
| b) USAID | <input type="checkbox"/> |
| c) Por invitación | <input type="checkbox"/> |
| d) Otro (por favor especifique) | <input type="checkbox"/> |

Como evalúa	E	MB	B	R
INFORMACION PREVIA AL CURSO				
Entrega de información logística del curso a tiempo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entrega oportuna de información básica relacionada al tema a desarrollarse en el curso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CURSO				
Contenido de las exposiciones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enfoque de teoría y práctica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Al inicio del curso se dio a conocer el programa del mismo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contenido del material de enseñanza entregado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La duración del curso fue adecuada en relación a la cantidad de temas expuestos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cumplimiento de los horarios establecidos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organización del curso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 7. CONTINUED

INSTALACIONES Y EL SERVICIO				
Nivel de los materiales audiovisuales utilizados	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comodidad para realizar trabajos individuales o de grupo (si aplica)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Servicio de alimentación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instalaciones adecuadas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Servicio en general (iluminación, amplitud del salón, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logística	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACILITADOR / INSTRUCTOR				
Dominio del tema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Método de impartir el curso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Desempeño en general

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

APLICABILIDAD DEL CURSO

El curso cumplió con sus expectativas previas

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

La información que obtuve será de utilidad para mi empresa / profesión

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Comprendo la mayor parte de los conceptos relacionados con el tema expuesto

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Nomenclatura


Excelente (E), Muy Bueno (MB), Bueno (B), Regular (R)

SUGERENCIAS O COMENTARIOS PARA MEJORAR EL SERVICIO

Appendix 8. Attendance records for planning meetings

[illegible]

Appendix 8. Continued


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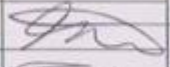


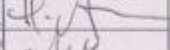

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OF AQUATIC RESOURCES AND ECONOMIC ALTERNATIVES**

LISTA DE ASISTENCIA

Nombre del evento: Final Coordination Meeting, English for Turtle Guides Program

País/Lugar: Panamá / Barro Colorado

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Appendix 9. BASE CURRICULUM for english course

Adventure Honduras!

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APPENDIX 10. SHARED TRACKING DOCUMENTS FOR ENGLISH COURSE

Note: This is an excised sample of the much larger document, which includes all 72 lesson topics from the base curriculum, and which also allows for many more students

TRACKING FORM

HOW TO USE: **1.** Student names will be automatically inserted from yellow cells in student summary, above. **2.** For each topic, fill in information for teacher's instruction of that topic in the OVERALL column. **3.** For each student, for each topic, fill in appropriate information (dates that student was present for that topic, hours taught to that student for that topic, etcetera). Base your 1-5 score on the STUDENT SCORING MATRIX, below.

STUDENT SCORING MATRIX

1	fails to comprehend material
2	comprehends little material, cannot use it
3	comprehends some material, can use it with guidance
4	comprehends most material, can use it in most simple situations
5	comprehends materials, able to use it creatively and in all situations

Topic		OVERALL	Student 1	Student 2
1 Simple Present Tense of the Verb "To Be"	score (1-5) date(s) taught sum hours taught teacher initials school supervisor initials			
2 Negative of the Verb "To Be"	score (1-5) date(s) taught sum hours taught teacher initials school supervisor initials			
3 Contractions with the Verb "To Be"	score (1-5) date(s) taught sum hours taught teacher initials school supervisor initials			
4 Simple Present Tense of the Verb "To Have"	score (1-5) date(s) taught sum hours taught teacher initials school supervisor initials			
5 Simple Present Tense of the Verb "To Do"	score (1-5) date(s) taught sum hours taught teacher initials school supervisor initials			



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APPENDIX 11. ORIENTATION DOCUMENT FOR SPANISH-SCHOOL VOLUNTEERS

BOCAS TURTLE TOURISM PROGRAM – ENGLISH FOR TURTLE GUIDES

Orientation for Volunteer Teachers

I. MISSION OF PROGRAM

The mission of the sea turtle tourism program at the Bluff Beach Municipal Reserve is to provide an administrative structure that facilitates turtle tourism in a way that is both environmentally sustainable and socioeconomically beneficial for the Bluff Beach community.

Its goals are:

1. Environmental sustainability – to coordinate the tourism with the Sea Turtle Conservancy’s research at Bluff, so as to avoid undue impact on the nesting turtles.
2. Community empowerment – to optimize the economic and social benefits that the tourism provides for the Bluff Beach community
3. Financial sustainability – to establish a fund-management structure that ensures financial independence for the research and tourism programs at Bluff

The goal of the volunteer English teacher program is to make available to all members of the project the resources and training they will need to be able to work effectively with English-speaking tourists, thus increasing the members’ economic opportunity and professional development. You, through your generosity and hard work, will help make this possible!

II. TIPS FOR LANGUAGE TEACHING

- a. Create a safe space – Learning a new language often makes students feel vulnerable, particularly speaking and using it in front of others, especially their peers. It is important that students push themselves to meet challenges, but they must not be pushed to the point of frustration or embarrassment, as this can harm the student-teacher relationship in a way that is hard to repair, and can ultimately convince a student that it is not worth taking risks to learn because they will be hurt. Thus, always be sensitive to how much each student is willing to be pushed. Furthermore, ensure that the classroom is a safe space for all to experiment and make errors by disallowing mockery or other insulting behavior. This way, students will learn that they can trust your guidance, they will be willing to push themselves further, and their experience will be more rewarding in the end.
- b. Have clear objectives – Obviously, your long-term goal is that all of your students learn to use English as well as possible. However, it is important that you use objectives to plan and guide your students in the short-term. Thus, use lesson plans to determine what material you will cover in each lesson, and what you want your students to accomplish in each lesson. Make this clear to your students at the beginning of each lesson too; many students like to know why they are being asked to do what they are doing, and they like to have a “road map” before they “depart”.



APPENDIX 11. CONTINUED

- c. Present, Practice, Produce (“the 3 P’s”) – This is an exceptionally useful model for conceptualizing each lesson, and will help immensely in your lesson-planning. Basically, for each new topic or group of material, you want to first PRESENT the material, with students passively receiving the information and asking any pertinent questions, as well as observing a number of times the material’s application. Second, you want to guide the students (“hold their hands”) as they PRACTICE applying the material. Third, once you think the majority of the students are ready to use the material on their own, you want to provide them with the time and structured activity they need to PRODUCE their own work by using the material, while you observe from a distance and clear up any remaining doubts or misunderstandings. This way, when the students leave your class each day, you will know that they left with the knowledge they need to fully and independently complete whatever homework you have assigned, and to put the material to use in their lives.

Speaking and listening first, writing and reading second – This is by no means always true of a language-learning course, but in this program our primary concern is that the students be able to interact socially and professionally in English. Thus, they must primarily be able to speak and comprehend when spoken to. For this reason, we ask that you center your presentation, practice, and production activities around these two modalities. It is often tempting to want to write everything on the board, and you will be asked by many students to do this, but keep in mind that a.) your goal is primarily speaking and listening, and b.) your students will likely have less educational background than you, and some could be illiterate or barely literate. Thus, as much as possible, try to use a “communicative” approach in your instruction, i.e. try to have students learn and practice material through listening and speaking, with the aid of props, images, music, games, acting, etc.

- I. KISS (Keep It Simple, Stupid) – Again, most of your students will have less educational background than you. Aside from this, this course is to provide functional spoken English. Thus, whether you are a heavy grammarian or not, always ask yourself whether it is necessary to introduce new and abstract concepts/vocabulary before you introduce them. You will find that these will often do more harm, by confusing and losing your students, than they do good. Furthermore, try not to complicate an already complex situation by using simple, slow, clear language when instructing and interacting with your students (both in English and in Spanish). For the most part, your students will not be of an intellectual bent, and complicated words and grammar will not prove an effective communication style for you.
- II. Fun! Creativity! Imagination! – Language learning can feel like drudgery, especially for a beginning student, and especially when they are asked their favorite school subject or their siblings’ names for the hundredth time! Change things up, keep them lively and fun, allow students’ to use their imagination and be silly. Remember, the more a student enjoys the learning process, the less they realize it’s work!
- III. Establish ground rules, and stick to them! – It is totally possible to be simultaneously strict and fun. In fact, some of the most enjoyable teachers have a handful of very strict rules, and a very clearly defined class structure. Students will say that they want freedom from any rule at first, but once “your way” becomes the norm, students will relax, focus, and learn better within it. This is *not* to say that the more rules the better! Rather, aim to establish a handful of clear and critical rules (e.g. arrive on time



APPENDIX 11. CONTINUED

and prepared, no cheating, no insults or aggression, speak in Spanish only when the teacher speaks in Spanish, work hard and be honest about what you do and do not understand, etc.), which will define a safe and productive learning space. And finally, aim to *never* set a rule and then break it, as this is worse than never having set the rule in the first place – it demonstrates to your students that your word is not dependable, and they will interpret this as an invitation to misbehave.

Multiple intelligences, multifarious minds – *Multiple intelligences* refers to the theory that people have many different “intelligences”, or modalities, through which they learn, and that each person ranks differentially for each of the various intelligences. (Google the term if you are interested in more detail.) The intelligences include: visual, aural, musical, naturalist, kinesthetic, mathematical, spatial, logical, etc. The basic point here is that each person’s mind is different and unique, and thus each student will respond differently to the same presentation of information or to the same activity. Thus, always keep this in mind both when planning lessons and activities (e.g. try not to always depend on “say and repeat”, because for some students that might not work nearly as well as singing in rhythm, writing repeatedly, or doing mock conversations), and when presenting material (i.e. don’t just write a set of verbs on the board, but write them, use color-coding to highlight the important differences, use a table or diagram to structurally organize, say them out loud, say them out loud while clapping in rhythm and walking in a circle, have students repeat them individually, then have them repeat them with their eyes closed, then have them write them down, then have them read from their own papers, etc, etc...). Try to always mix it up, in order to cater to a crowd of minds with varying natures and needs.

- a. Pronunciation – As you will have noticed in your own classes, Spanish is a much easier language to read and pronounce correctly than is English, given that each vowel has only one sound, combined vowels are always just a combination of these basic sounds, and Spanish consonants have two sounds maximum. Furthermore, the only consonants regularly occurring at the ends of Spanish words are -s, -n, -r, -z, -l, and occasionally -d (more in Spain Spanish) and -p and -m (more in slang); and many of the common consonant combinations in English (sh, th, ng, wr, and gh, for example) don’t exist. Thus, always keep in mind that, with regard to pronunciation, English can be a very difficult language for Spanish-speakers to learn. For example, the words “bird”, “beer”, “beard”, “birth”, “berm”, “burn”,... Do you see the difficulty there for a native Spanish speaker? Consider how they would all sound if read using *Spanish pronunciation*. Then, consider how they would all be written if their correct pronunciations were transcribed using the *Spanish alphabet*. ¡Qué complicado! Or how about “through”, “though”, “thought”, “cough”, and “rough”. Think about it... ¡Híjole! Being sensitive to pronunciation issues will help you better serve your students.

Functionality before correctness – In the end of the day, keep in mind that your students should be working toward a working, spoken use of the English language. Thus, if they can’t remember where apostrophes go, if “flipper” has one “p” or two, or the differences between “to” and “too”, or “who” and “whom”... who really cares!? This is *not* to say that it doesn’t matter at all if they learn correctly, but rather that the things they learn incorrectly matter more or less depending what those things *are*. Thus, as a basis, aim to teach blocks of crucial information (e.g. the verb “to be”, how to construct questions using



APPENDIX 11. CONTINUED

“do”, how to use nouns and adjectives together), and to leave the minutia to work themselves out over time. Some students will want to know the details, which is of course fine, but others will have enough on their hands just with the major stuff. Thus, as a rule of thumb, before you present your students with any new information, always try to ask yourself, “is this really essential?”, and if you decide that it isn’t, seriously consider just leaving it aside for the moment. Otherwise, you will fill your students’ brains too quickly, they will not know how to differentiate between crucial and secondary information, and you will end up confusing and losing them. Your students are depending on you to guide their minds through the learning process. That is a major responsibility! Make smart and practical decisions, in their best interest.

III. LESSON-PLANNING: HOW AND WHY

Lesson planning is an essential skill for any teacher. In this position, you will not be required to provide lesson plans for every lesson (many teachers often are!), but you are expected to understand the basic process, adapt it to your style and needs, and use it as a model for how you plan your lessons. (You may leave yourself considerable liberty for improvisational instruction within a lesson plan, but please do NOT try to teach lessons 100% impromptu! Your students will see that you are unprepared, and you will lose authority that it can later take you much time to recuperate.)

Though there are many different formats and opinions, the most basic structure will look somewhat as follows:

Lesson title/topic

- a. Objective – What is it that you want your students to be able to do at the end of this lesson? (e.g. students will be able to use the verb “to be” to construct basic sentences in the present tense)
- b. Materials – What will you need for the lesson? (may sound silly, but can be useful to ensure your preparation)
- c. Schedule – How will the lesson be run? Generally, you will provide a list of the activities, including:
 - i. Brief description
 - ii. Time required
- d. Facilitation (Who? How?) Follow-up
 - i. Questions to check for understanding/mastery?
 - ii. Homework?
 - iii. Notes for yourself regarding how to feed into the next lesson plan

A very useful format to keep in mind when designing the layout or schedule of a lesson is that of “the 3 P’s” – Present, Practice, Produce (discussed in greater detail in section III, above). The idea here is that, any time you are giving a lesson in which *new information is taught*, you must first *present* the new information in a clear and diversified manner (field questions to make sure that most if not all students comprehend), then guide students through one or various *practice* activities, and finally, when students are ready to work

APPENDIX 11. CONTINUED

independently, have them *produce* some work with the new information, proving to you and to themselves that they are able to use it. Using the 3 P's as a conceptual framework will help you design lessons that don't ask too much of and frustrate your students, for you will set them up for success by removing all the supports and guidance in a stepwise fashion, as they "take up the weight" of the new material.

A last point regarding lesson plans: they are exactly that, i.e. plans. And as John Lennon once pointed out, "life is that which happens while we're busy making other plans." Things will never go exactly as planned, and will often go drastically differently. Thus, it is useful to consider a few important tips:

- a. Have a backup stash of a couple simple, mostly review-based lesson plans that anyone could easily facilitate (in schools, often referred to as a "sub tub"). Thus, in a pinch, you can simply dig into your sub tub and have an easy-to-facilitate but nonetheless meaningful lesson in a jiffy.
- b. Try to develop one or a few "reward activities". These should be activities that students enjoy, that require little or no facilitation once the students learn the rules, and that still provide practice and/or review (with a foreign language, generally easy, as many basic games, when played in a foreign language, can provide substantial practice). Ideas for such activities include Go Fish, Pictionary, Spoons (but using sets of verb conjugations, or opposites, or word groups, instead of a normal deck of cards), Charades, etc. (Remember, you can always alter or delimit the rules or format in order to make an activity sufficiently educational but still fun.)

IV. BASE CURRICULUM, ADDITIONAL CURRICULA, SUPPORTING RESOURCES

The base curriculum, upon which the English program database is based (see Section VII), is called "Adventure Honduras! English for Nature Guides". It was created by the conservation NGO RARE, specifically for the Honduras Nature Guide Training Program, and it is in the public domain. You will find the full curriculum in the Google Docs folder, to which you will be given access as a teacher.

Since the curriculum was written for a Honduran program, it contains much historical and geographical vocabulary that apply specifically to that country. Nonetheless, you will find it a very useful tool for your work. You will be expected to cover material according to division and chronology in which this curriculum is organized. Nonetheless, you need not always use this curriculum's activities themselves, especially given that the curriculum was designed for an intensive English immersion course, and thus the activities may not always meet your needs.

APPENDIX 11. CONTINUED

Thus, you are free to – and encouraged to! – creatively use any combination of materials you are given, discover, or create. In the program’s Google Docs folder, you will find other curricula and other loose resources (documents, websites, etcetera) at your disposal. You will also find a small English teaching library at Spanish by the Sea, and are welcome to use any of these materials for your work (so long as they are returned in the same state in which they were borrowed!). Beyond that, consider using internet, video, music, books, magazines, props, games, craft materials, self-made resources, and any other resources to make your courses as creative, fun, and effective as possible! (And please, any additional materials you find or create, share them with your supervisors at Spanish by the Sea so that they can be added to our collection!)

V. REPORTING YOUR WORK (HOW TO USE THE DATABASE)

As a teacher, you will be required to record your work and your students’ attendance and work after each course taught. In order to do this, the program coordinators have created a simple database that is shared as a Google document. During your orientation you will be given access to this document and showed how it is to be used. The database contains instructions for use in each section, and should be very self-explanatory. Essentially, you will:

1. Duplicate the BLANK sheet, delete the red warning box at top, and enter your name, initials, and start date in the TEACHER SUMMARY section, at the top of that sheet.
2. Enter your students’ names into the appropriate cells in the STUDENT SUMMARY section, in the middle of the same sheet.
3. Enter the information requested for each topic in the TRACKING SHEET section, at the bottom of the same sheet. This asks for both overall information about your instruction of each topic (total number of hours taught, dates, taught, etc.), and information for each student for each topic (score, dates attended, hours attended, etc.)
4. Enter your initials in all appropriate cells.
5. Regularly meet or communicate with your coordinator, who will review the information you have entered in your sheet and initial in the appropriate cells, indicating that they have looked it over.

This process should be quick and painless (remember to keep good written notes during class!) , but it will be very useful for the program, and thus it is important that you follow these steps and regularly update the database. The database serves to: a.) provide continuity for the students, so that they are progressing linearly through the information laid out in the base curriculum, despite regular turnover of teachers; b.) provide continuity for teachers and coordinators, as it is easy to quickly review the record in order to instruct a new teacher on which topic they should begin; c.) provide a quick means of reviewing

APPENDIX 11. CONTINUED



students' progress and readiness for certification (see section VIII); and d.) provide a quick means of reviewing teachers' work and progress.

VI. ASSESSMENT (AND GUIDE CERTIFICATION)

As the teacher, your role in "grading" will be very simple. For each student, at the end of each topic, we would like you enter a 1-5 ranking of their performance, according to the follow matrix:

1	fails to comprehend material
2	comprehends little material, cannot use it
3	comprehends some material, can use it with guidance
4	comprehends most material, can use it in most simple situations
5	comprehends materials, able to use it creatively and in all situations

Try to have this ranking be as objective and performance-based as possible (i.e. don't let personal bias cloud your judgment). This ranking will not in any way determine the student's certification as an English-speaking guide. It will simply provide a track record for each student that both the student and the guide trainers can use to gauge if a student may be ready for certification, and what topics a students might still need work on if not. Of course, on top of ranking students, we do expect teachers to communicate to the program coordinators any special news, good or bad, that may come up.

In the end, a guide will only become certified as an English-speaking guide once they have satisfactorily passed an English oral examination. This examination is written and administered by the coordinators of the program, and can be administered any time during the year, on a student-by-student basis, once we or a student feels he/she is ready. The exam can be repeated any number of times until a student becomes certified.

VII. TRANSPORTATION

Each Spanish school can fund the transportation for its respective students, during such time as those students are working as the current English teachers. Transportation will be provided for two classes per week (ideally 2.5 hours of time at Bluff per class, including arrival, organization, and departure time; thus, 2 hours course time).

The transportation will cost \$20 round trip per class (the same as Bluff locals are charged for this trip). Confirmed taxi drivers for this fixed price include the following:

1. Onésimo 6413 4471

For each teacher, once a schedule is agreed upon, that schedule should be arranged with your chosen taxi driver, and any changes in that schedule should be communicated in a

APPENDIX 11. CONTINUED



timely manner with the taxi driver. It is a favor that each of these taxi drivers is offering to do this trip at this price, so it is important that we are respectful and professional in our dealings with them. In the same respect, it is important that the taxi driver be respectful and professional in their dealings with us. Thus, if they are grossly late (allowing for a bit of “Panama time”), or otherwise problematic in a way that damages the program, and do not change this behavior despite feedback, it is appropriate to discontinue working with them.

Each taxi driver is aware that they will pick up and drop off the teacher either at their respective school or at some other designated location, and that they will be paid per trip directly by the school.

Once again, thank you for donating your time and efforts to this program! We hope it will be just as beneficial for you as for the students. Any questions, suggestions, concerns, or other comments that arise, please do not hesitate to communicate them with your supervisors and with the Bocas Turtle Tourism Group. Our goal is to provide the most well-organized and mutually rewarding program we can.

¡Suerte!



APPENDIX 12. ORAL EXAMINATION FOR ENGLISH COURSE

Bocas Turtle Tourism Group:

English for Turtle Guides Program:

Oral Test

This test is to be used for Bocas turtle guides to be certified to guide tours in English. The test is to be administered by a member of the Bocas Turtle Tourism Group and the liaison for the English for Turtle Guides program. These two test administrators are vested with the liberty to alter and/or supplement the administration of the test as they see fit. (This is especially true regarding the wording of the questions and prompts: they may reread them, reword them, and explain words or details as they see fit, though they should keep in mind that a guide's requiring detailed explanation of many questions or prompts reflects that guide's listening comprehension level, and this may deem reflection in that question or prompt's scoring.) The test will be marked based on a 100-point system, with points assigned for each section based on a rubric provided therein. The test itself should take about one hour to complete.

For the guide: you will be read and explained each section of the test by your test administrator(s). If you have any questions, or do not understand, *please ask for explanation!* This is expected, and will not necessarily impact your score. Once you understand the question or prompt, you may respond at your leisure. Don't worry about saying too much: the more you say, the more information we can use to score your English. And do not be afraid to search for or ask for a word: language learners are permanent students, and you should demonstrate that you know how to ask the right questions to get the information you need.

Any guide receiving an 80 or higher will be formally certified as an English-speaking guide, and for the remainder of the current nesting season they will be authorized to guide groups in English. Their certification must be renewed annually (as well as their guiding license as such).



APPENDIX 12. CONTINUED

EXAMINATION:

Part I:

Use the following prompt to demonstrate your knowledge and use of English for such a situation:

You are working as a sea turtle guide, and your group (2 tourists) has just arrived. You need to meet them, greet them, introduce them to the beach, explain the plan for the tour, and explain the rules and regulations for beach behavior.

Aspects	Scoring	Administrator 1	Administrator 2	Average Score	Comments
Use of present tense	1 to 10				
Ability to present and explain information	1 to 10				
Fluidity and formality	1 to 5				
TOTAL					

APPENDIX 12. CONTINUED

Part II:

Use the following prompt to demonstrate your knowledge and use of English for such a situation:

You were walking the beach with a group of tourists when all of a sudden one tourist was badly injured (*test administrator(s) here should invent the backstory to an injury*). You had to walk a long distance back to the station, and the hurt tourist was carried by two other tourists. They were in a lot of pain, and were repeatedly stating that they were afraid they would pass out. You called the ambulance, which brought the hurt tourist and his/her upset family member to an English-speaking clinic. First, you need to explain to the doctor what exactly happened, providing any details important to the diagnosis and treatment (feel free to invent details not provided by your test administrator). Then you must explain to the upset family member that it is important for them to calm down because they are making the situation more stressful, and help them to calm down.

Aspects	Scoring	Administrator 1	Administrator 2	Average Score	Comments
Use of past tense	1 to 10				
Giving polite commands	1 to 10				
Communicative creativity (body language, humor, etc.)	1 to 5				
TOTAL					



APPENDIX 12. CONTINUED

Part III:

Respond the best you can to the following tourist questions, as read by your test administrators (test administrator(s) should read these questions in random order):

1. How many species of sea turtles are there? How many live in Bocas del Toro?
2. What do sea turtles eat?
3. Why do sea turtles nest on the beach? What is the nesting process like?
4. How long is the tour going to be? Are there going to be lots of bugs?
5. How did you get started working with sea turtles? How old were you? Why do you do it?

Aspects	Scoring	Administrat or 1	Administrat or 2	Average Score	Comments
Question 1 (grading of overall performance, creativity)	1 to 5				
Question 2	1 to 5				
Question 3	1 to 5				
Question 4	1 to 5				
Question 5	1 to 5				
TOTAL					



APPENDIX 12. CONTINUED

Part IV:

Respond to the following prompts regarding your community (*test administrator should ask the listed questions one at a time, to simulate a conversational situation*):

1. How old is your community? How big is your community? What ethnicity is your community? What languages are spoken in your community? What do you like most about your community? Least?
2. What kind of work is ANABOCA doing to improve the community and the lives of its members? What kind of work is ANABOCA doing to conserve natural resources in the community?
3. Ask a tourist (your test administrator) at least five questions about their own community, as a way of starting a small conversation.

Aspects	Scoring	Administrator 1	Administrator 2	Average Score	Comments
Ability to field questions	1 to 5				
Fluidity in conversation	1 to 5				
Ability to formulate questions	1 to 5				
Communicative creativity (body language, humor, etc.)	1 to 10				
TOTAL					



APPENDIX 12. CONTINUED

FINAL SCORE:

	Administrator 1	Administrator 2	Average Score
Part I			
Part II			
Part III			
Part IV			
TOTAL			

APPENDIX 13. PARTICIPANT LIST AND ATTENDANCE RECORD FOR FIRST AID TRAINING COURSE

Name	Sex	Country	Institution / Title	Profession	Telephone number	E-mail
Ruperto Pablo	M	Panama	ANABOCA		6915-5179	pablobejerano@gmail.com
Alciviades Baker	M	Panama				
Tatiana Rojas	F	Panama	STC	Biologist	6128-1998	ta_ti_s08@hotmail.com
Aneldo Martin	M	Panama	ANABOCA	Assistant	6659-7815	aneldo19@yahoo.com
Alfred Martin	M	Panama	ANABOCA	Assistant	6843-7244	
Dianilsa Martin	F	Panama	ANABOCA	Assistant	6634-5793	
Mathilde Choy	F	Panama	ANABOCA			
Damien Bejerano	M	Panama	ANABOCA	Assistant		bocascarey@gmail.com



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FROM THE AMERICAN PEOPLE

USAID REGIONAL PROGRAM FOR THE MANAGEMENT
OF AQUATIC RESOURCES AND ECONOMIC ALTERNATIVES

APPENDIX 13. CONTINUED

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USAID REGIONAL PROGRAM FOR THE MANAGEMENT
OF AQUATIC RESOURCES AND ECONOMIC ALTERNATIVES

LISTA DE ASISTENCIA

Nombre del evento: Entrenamiento de Promotores Auxiliares para Guías

País/Lugar: Panamá / Bocas del Toro

Fecha: 05/09/13 - 06/09/13

N°	Nombre	Genero		País	Institución / Cargo	Profesión	Teléfono	Correo electrónico	Firma
		M	F						
1	Drew Hart	✓		E.E.U.U.	SPC / Gerente de Turismo Comunitario	Ecólogo	6413 5192	drew@conservation.org	<i>[Signature]</i>
2	Pepena Peña	✓		Panamá	ANABOCA	—	6915 5139	pepena@anaboca.com	<i>[Signature]</i>
3	Miriam Brown	✓		Panamá	—	—	—	—	<i>[Signature]</i>
4	Esteban Rojas		✓	Panamá	SPC / Asistente Biólogo	Biólogo	6126-1115	ta.ta.2010@hotmail.com	<i>[Signature]</i>
5	Andrés Espinoza	✓		Panamá	ANABOCA	Asistente	6659-095	Andres196@yahoo.com	<i>[Signature]</i>
6	Alfred Espinoza	✓		Panamá	ANABOCA	Asistente	6659-1200	alfred@anaboca.com	<i>[Signature]</i>
7	Brandon Natta	✓		Panamá	ANABOCA	Asistente	6684-5771	—	<i>[Signature]</i>
8	Mahel de la Cruz			Panamá	ANABOCA	—	—	—	<i>[Signature]</i>
9	Amelina	✓		Panamá	ANABOCA	Asistente	—	amelina@anaboca.com	<i>[Signature]</i>
10	San José	✓		Costa Rica	Costa Rica	Asistente	—	—	<i>[Signature]</i>



APPENDIX 14. AGENDA FOR FIRST AID TRAINING COURSE

First Aid Training, Agenda

- What is first aid? What is CPR?
- Preparing to attend to a victim
 - Recognize and respond to an emergency
 - Laws and consent
 - Prevention and transmission of diseases
 - Steps for emergency management (review, call, attend)
 - 911
- Accessing and moving a sick or injured person
 - “Don’t cause more damage”
 - Methods of moving to victim
 - How to wash your hands
 - How to take off gloves
- How to look over a victim
 - Conscious
 - Adult
 - Child
 - How to provide assistance
 - How to prioritize
 - Shock
 - Unconscious
 - Other special situations
- Respiratory emergencies a conscious choking victims
 - Causes and signals of respiratory emergencies
 - Choking
 - Prevention in children
- Rescue breathing, infants and children
 - Special situations
- Cardiac emergencies
 - Prevention
 - How to recognize
 - Assistance
 - Aspirin
 - Steps for survival
- CPR and choking in unconscious victims
 - CPR for adults, children, infants, and with two first-aid practitioners
 - Choking in unconscious victims
 - Comparative table for CPR



APPENDIX 14. CONTINUED

- Use of AED in adults, in children
- Soft-tissue injuries
 - Cuts (general)
 - Types of cuts
 - Assistance for minor and major cuts
 - Types of burns
 - Preventing infections
 - Providing assistance for special situations
- Muscle, bone, and joint injuries
 - Types
 - Signs
 - Splints
 - Assistance, by type
 - Anatomical, soft, and rigid splints, and slings
- Sudden illnesses
 - Signs, assistance
 - Fainting
 - Diabetic emergencies
 - Convulsions
 - Cerebral bleeding
 - Poisoning
- Heat- and cold-related emergencies
 - Heat
 - Cold
- First-aid kit contents
- Substance abuse
- Traumatic stress
- Asthma
- Anaphylaxis and epinephrine injections

APPENDIX 15. FINAL VERSION OF PROMOTIONAL BROCHURE (Page 1)

**What are the requirements for a turtle walk?
The following list will help keep both you and the turtles healthy and happy.**

1. Wear dark clothing. (This will minimize the turtles' ability to see you.)
2. Cameras (including night vision) and lights are prohibited. (Flashes and white lights can scare turtles away from the beach, so your group leader will use a red LED light.)
3. Apply bug repellent away from the beach. (Bug repellent can harm turtles, so preferably use a biodegradable, DEET-free repellent.)
4. Stay with your group.
5. No smoking, drinking, or drugs.
6. Stay hydrated and fed.
7. Leave no trace.

¿Cuáles son los requisitos para un avisamiento de tortuga? La siguiente lista le ayudará a mantener a usted y a las tortugas sanos y felices.

1. Vestirse con ropa oscura. (Esto reducirá al mínimo la capacidad de las tortugas para verte.)
2. Las cámaras (incluyendo visión nocturna) y luces están prohibidas. (Flashes y luces blancas pueden asustar a las tortugas en la playa, así que su líder de grupo va a utilizar una luz roja LED.)
3. Aplicar repelente de insectos lejos de la playa. (Repelentes de insectos puede hacerle daño a las tortugas, así que es preferible utilizar un repelente biodegradable, libre de DEET.)
4. Quedarse con su grupo.
5. No fumar, consumir alcohol o drogas.
6. Mantenerse hidratado y alimentado.
7. No dejar rastro.



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REDTUCOMBO
Red de Turismo Comunitario
Bocas del Toro



ALCALDIA DE
BOCAS DEL TORO



SEA TURTLE
CONSERVANCY

Sea Turtle Conservancy
Apartado Postal 246-2050
San Pedro, Costa Rica
506-2297-5510
cristinao@conserveturtles.org
www.conserveturtles.org

**COMMUNITY-BASED TURTLE
TOURISM INITIATIVE**

**INICIATIVA DE TURISMO
COMUNITARIO DE TORTUGAS**




Anidación de Tortugas Marinas
Sea Turtle Nesting

**HELPING TO PROTECT
SEA TURTLES**

**AYUDANDO A PROTEGER LAS
TORTUGAS MARINAS**

PROMOTIONAL BROCHURE (Page 2)





**Welcome
to Bluff Beach
Municipal Reserve!**

Bluff Beach Municipal Reserve, in Bocas del Toro, Panama, includes a 4.3 kilometer beach that receives approximately 250 leatherback nests (*Dermochelys coriacea*), 100 hawksbill (*Eretmochelys imbricata*) nests, and 1-5 green turtle (*Chelonia mydas*) nests each year.

**¡Bienvenido a la Reserva Municipal
Playa Bluff!**

La Reserva Municipal Playa Bluff, en Bocas del Toro, Panamá, incluye una playa de 4,3 kilómetros que recibe alrededor de 250 nidos de tortuga baula (*Dermochelys coriacea*), 100 nidos de tortuga carey (*Eretmochelys imbricata*) y 1-5 nidos de tortuga verde (*Chelonia mydas*) cada año.






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Since 2010, there has been a regular monitoring and conservation program for sea turtles at Bluff Beach. This initiative is coordinated by a local community conservation organization, ANABOCA - Bocas Hawksbill Association - with support from Sea Turtle Conservancy and an Advisory Group of interested stakeholders; with financial assistance from the USAID Regional Program for the Management of Aquatic Resources and Economic Alternatives. In addition, the Community-Based Turtle Tourism Initiative has been established to supervise the development of tourism activities within the Bluff Beach Municipal Reserve.

Desde 2010, ha habido un programa regular de monitoreo y conservación de tortugas marinas en Playa Bluff. Esta iniciativa esta coordinada por una organización de conservación comunitaria, ANABOCA - Asociación Natural Bocas Carey, con el apoyo de Sea Turtle Conservancy y un Grupo Asesor de las partes interesadas, con la asistencia financiera del Programa Regional de USAID para el Manejo de Recursos Acuáticos y Alternativas Económicas. Además, la Iniciativa de Turismo Comunitario de Tortugas se ha establecido para supervisar el desarrollo de las actividades turísticas en la Reserva Municipal Playa Bluff.

About the Turtle Tourism Initiative

The Turtle Tourism Initiative provides high-quality turtle tourism to the region's visitors and promotes the sustainable management of tourism in the Bluff Beach Municipal Reserve. Developed to reduce environmental impacts and increase the economic benefits to the local community, the Turtle Tourism Cooperative is an operational and administrative framework for the sustainable management of sea turtle tourism at Bluff Beach.



Acerca de la Iniciativa de Turismo Comunitario de Tortugas

La Iniciativa de Turismo Comunitario de Tortugas ofrece un turismo de calidad a los visitantes de tortugas de la región y promueve la gestión sostenible del turismo en la Reserva Municipal Playa Bluff. Desarrollado para reducir el impacto ambiental y aumentar los beneficios económicos para la comunidad local, la Cooperativa de Turismo de Tortugas es un marco operativo y administrativo para la gestión sostenible del turismo de tortugas marinas en Playa Bluff.



APPENDIX 16. DRAFT OF TURTLE-WALK SALES REGISTRY

Registry location: BOCAS / BLUFF

Date: _____

Turtle Walk Registry, STC/ANABOCA

#	First Name(s)	Surname(s)	ID/Passport #	Country	Paid?	Brochure Code
Group 1-----						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Group 2-----						
13						
14						
15						
16						
17						
18						
19						
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21						
22						
23						
24						